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ABSTRACT

The intent of this report is to relate the events that have taken place at Clackamas Community College (CCC) since the beginnings of its community education involvement with the community schools in its district, which have led to the development of successful cooperative relationships that have gained national recognition. The college's first statement of philosophy provided for a broad community services program. Later policies adopted by the Board of Education supported the involvement of the college in the growth of the community schools--offering encouragement, leadership, resources, and training whenever possible. In addition to describing CCC involvement in the establishment of nine community schools and in their periods of development, this report outlines the mechanics of cooperative efforts in the following areas: (1) the roles of the community college and the community schools in community education; (2) statements of philosophy; (3) cooperative agreements; (4) organizational charts and job descriptions; (5) staffing models; (6) advisory councils; (7) interest surveys and evaluation procedures; (8) funding; (9) salaries and fee policies; and (10) six components of community education. Illustrations and examples are provided in each section. In addition, the future possibilities of community college/community school cooperation in Clackamas County are explored. (MB)

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HANDBOOK FOR COMMUNITY COLLEGE/COMMUNITY SCHOOL COOPERATIVE RELATIONSHIPS:

A Case Study of Cooperation in Clackamas County, Oregon

by Ann Ritter Warford

July 1978

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This handbook is designed to serve as a working resource manual for community college/community school administrators and staff. Wherever possible, original documents are used to illustrate the components of the Clackamas County programs and guidelines.

Preface

In many places throughout the country, community colleges and community schools have been emerging simultaneously, with many common goals concerning community education and services to the community. More often than not, however, very little cooperation has existed between these two delivery systems for community education. Fortunately, this has not been the case in Clackamas County, Oregon.

Clackamas Community College is one of thirteen community colleges in Oregon. Located in Clackamas County just outside of Portland, it serves a combination of suburban and rural areas. The total community college district population is 156,000, including nine local school districts ranging in size from 3,000 to 70,000 residents. This college and the schools within its district have developed successful cooperative relationships that have gained national recognition.

It is the intent of this report to relate objectively the events that have taken place at Clackamas Community College since the beginning of its community education involvement with the community schools in its district, the mechanics of cooperation between the college and the community schools, the strengths and weaknesses of this cooperation, and future implications of the cooperative arrangement.

By relating the past, present, and future development of cooperative relationships in Clackamas County, it is hoped that this report will serve as a reference and resource guide for other colleges and community schools seeking to establish similar cooperative relationships.

Sincere gratitude is expressed to the many individuals who provided information and guidance for this report.

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3 THE DEVELOPMENT OF COMMUNITY EDUCATION AT CLACKAMAS COMMUNITY COLLEGE

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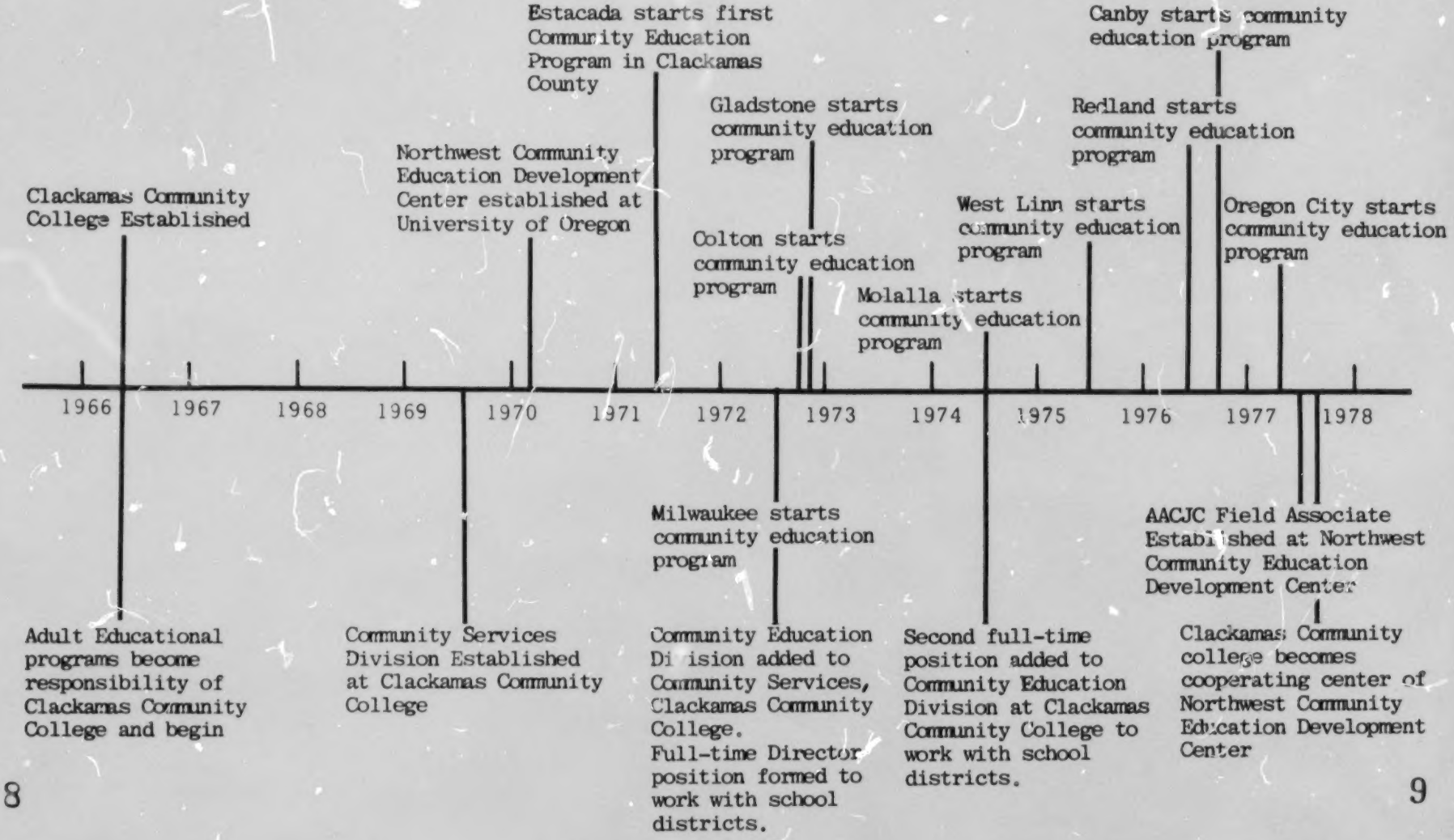
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The Development of Community Education at Clackamas Community College

Established by popular vote in 1966, the history of Clackamas Community College is a relatively short one. It is located in Oregon City, Clackamas County, and is a 45-minute drive from downtown Portland, Oregon's largest city.

When the college's first statement of philosophy was adopted in November, 1966, the college offered vocational programs, college transfer programs, general educational programs, guidance and counseling services, and community services. The philosphy states, "Community Services will include a broad program including such things as facilities usage, adult education, fine arts and lecture programs and community action programs." By state law, the community colleges in Oregon assumed the major responsibility for administering adult education programs and received state reimbursement for courses which met state guidelines. The adult education programs in Clackamas County had previously been operated by high schools and, in most areas, few classes were offered.

The community services component of the original philosophy led to the formation of the Community Services Department in 1969, which included educational, cultural, and recreational services for business, industry, professions- and other groups in the communities within the college district. The department provided workshops, seminars, lectures, and short courses for community groups. The person responsible for this new department was titled Community Services Director. The title later was changed to Associate Dean of Community Services, and eventually to the present title of Dean of Community Services/Community Education. From the beginning, this person was responsible directly to the college president.

Even after the Community Services Department came into existence, the position of Adult Education Director remained, but the director was responsible to the Dean of Academic Affairs and Special Programs. Thus, it is evident that, in the late 1960's, the college was expanding its commitment to community services and adult education. Community education was still a somewhat unknown concept in the college philosophy, as well as in the state.

It is significant, then, that in 1970 the Northwest Community Education Development Center was established at the University of Oregon. Jointly funded by the Mott Foundation and the University, the Northwest Center's role has been to promote the community school concept through dissemination of information, training of personnel, and consultation services. One of the first communities to seek assistance from the Northwest Center was Estacada, a small town of about 1,500 people located within the Clackamas Community College district.

The superintendent of schools at Estacada had shown the film, "To Touch A Child," at a teacher in-service meeting in the fall of 1970. The film sparked the interest of a teacher who later became the first community school coordinator in Estacada. A Community group was formed to discuss the community school concept and, as the idea gained support, it was decided to send this interested teacher to Flint, Michigan to learn more about how community education could work in the rural town of Estacada. When he returned and made his report to the board of education at Estacada, the board approved the concept and the first community school program was started in Estacada. It was the first community school program in Clackamas County and in the state.

As plans for starting the Estacada community school began to develop in the spring of 1971, the superintendent and new coordinator decided to take their program to the administors of the college. Since the college had been offering a few adult education classes at Estacada, it was hoped that the college would be willing to cooperate in the new venture by providing some financial assistance. However, the college had other priorities and chose not to become involved at this time.

To pursue other funding possibilities, the Estacada superintendent requested a seed grant from the Northwest Center to help the new community school programs get started. A $5,000 grant was approved and was combined with $8,000 in local contributions from the school district. The new community school program was officially started in July, 1971. After a comprehensive needs assessment and numerous presentations to community groups, the fall term was kick-off for the new program. An offering of nearly 40 classes and activities attracted some 800 people, which far exceeded expectations. The Estacada program had a successful beginning.

The popularity of the program did not go unnoticed at the college. The minutes of the President's Council meetings in October and November of 1971 indicated that college administrators had begun to discuss the role the college should take in the development of community schools in Clackamas County. Also at this time, the State Legislature adopted a separate code of status related to community colleges that outlined more specifically their responsibilities. One statute stated, "The community college should offer as comprehensive a program as the needs and resources of the area which it serves dictate."

Interest in the promotion of community education in Clackamas County also was generated by the superintendent of the Intermediate Education District (IED) of Clackamas County. This resulted from discussions among the IED superintendent, the college president, and the Northwest Center director about who should actually take the leadership role for community school development in Clackamas County.

As a result of the recent success of the Estacada program and the encouragement of the IED superintendent, a statewide community education conference was conducted by the Northwest Center in late January of 1972. Among those attending the conference were several administrators from Clackamas Community College. The conference strengthened the college's interest in becoming involved in the development of community education in Clackamas County.

As the president of the college explained when recalling his initial interest, "It seemed to me that the community college was more appropriate because no matter how you did it (community education), we had an obligation, leagally and philosophically, to carry out education wherever we saw an opportunity and need for it in the county. It started out with my not understanding community education, but I could see that since we were going to administer an adult education program, it would be a lot more productive and we could avoid a lot of arguments and turf building if we worked together at it."

At their February 9, 1972, meeting, the college board of education voted to send the Associate Dean of Community Services to Flint, Michigan to study the growth and development of the community school concept and its relationship to the community college. At the same meeting, the president stated his belief that the college should not attempt to run the community schools or conduct the programs, but the college could help with finances, facilities and advice.

When the Associate Dean return from Flint, the college administration began to develop a plan for community education in the college district. This plan let to an organizational change and, more importantly, a philosophical change from the concept of adult education to that of community education. During a significant meeting on March 15, 1972, the college board voted unanimously to approve the following policy guidelines:

1. The college should embrace the concept of the Community School and combine our Adult Education program with the community school program.

2. Clackamas Community College's approach should be to support and encourage Community Schools throughout the District, work closely with their coordinators, and offer them assistance whenever possible.

3. "Community Education" should become a function of the Community Services Department.

4. The college should help to secure "neighborhood workers" who would serve in the communities to help the citizens of given school districts formulate an

expression of their own educational needs, and discuss with them the opportunities that the college has to offer.

5. The college should seek a way to hire a Community School Instructor/Coordinator in order to help the growth of the community school concept at the college and throughout the college district. (This title was changed to Community Education Coordinator when the job was made official.)

With this commitment from the college board, the next step was to select the person who would represent the college and work with the schools throughout the district. It was thought that it would be best to find someone with a community school background. On May 10, 1972, the college board voted to hire the person who had been the first coordinator at Estacada. He had been present at the significant March 15 board meeting and had encouraged the college's involvement in community school development. Initially, the title for this position was Community Education Coordinator, but a year later it was changed to Community Education Director. From this point on the number of community schools increased rapidly in the college district.

The Development of Clackamas Community College in the Development of Community Colleges in the College District, 1972-1978

ESTACADA

As noted earlier, the community school concept in Estacada became a reality in 1971, making it the first community school in Clackamas County. A citizen's group formed by the superintendent had studied the concept for about a year before it was formally endorsed by the board of education. After the initial commitment was made, there were several key events which contributed to the success of the new program.

One of the first steps the new coordinator took was to form a strong advisory council, using some of the members of the original citizen's group. This group was very active in assisting with all activities of the new community school and the council was given the authority to recommend policy to the school board.

During the spring of 1971, the new coordinator spent many hours making presentations on the community school concept and showing the film, "To Touch A Child" to numerous citizens. These activities provided information and answered questions so that people understood the community school before it was actually started.

Another important activity that spring was a district-wide needs assessment survey. It was conducted by 77 volunteers who went door-to-door distributing the survey one night and picking it up the next night. Through this survey, the needs of the community were determined and many volunteer instructors were identified.

In the beginning, all community school classes were taught with volunteer instructors. Today the program in Estacada averages 1,200 enrollments each term and is headed by two full-time staff members. Over two-thirds of the instructors are still volunteer and those who are paid were usually volunteers for two or three terms. Teachers who do receive pay are placed directly on the college salary schedule.

The $5,000 grant from the Northwest Center was a vital contribution in the early days of Estacada's community school program. This grant was renewed for the next two years in the amounts of $3,000 and $1,000. When the college started their cooperative agreement with the community school in 1972, it contributed $3,000 to the Estacada program and now is contributing $5,000. Although the major contributor to the community school program has always been the Estacada school district, these other grants were significant in the beginning.

The first Estacada community school program coordinator was a local teacher hired by the college in 1972 and given the title, Community Education Director. That person returned to teaching in 1974 and was replaced by another local teacher. The second full-time coordinator was a member of the original citizen's group. She also now serves on the Estacada advisory council and is currently a board member at the college. The council still serves in an advisory capacity.

In discussing the cooperative arrangement between Estacada and the college, the Estacada coordinators pointed out some of the services provided by the college, such as writing contracts for teachers, supplying registration forms, and allowing the use of college equipment. They further explained, "It's like we're an outside office of the college. Any resources the college has, we can use. We feel very comfortable coming here and the cooperation has been fantastic. They never told us what to do with our program."

NORTH CLACKAMAS

The North Clackamas school district is the largest in the county, with 70,000 residents--half the total population of the college district. It is the fourth largest school district in the state.

The community school program that began there in 1972 was preceded by one of the few successful adult education programs in the county. As early as February, 1971, inquiries had been made to the Northwest Center for information on starting a community school. This led to a request for a grant similar to the one Estacada had received from the Center. A $3,000 grant was awarded to the North Clackamas District in July, 1972, and a coordinator was placed in one elementary school. The school district included three high schools, five junior high schools, and 18 elementary schools. A second grant of $2,000 was given to North Clackamas by the Northwest Center in 1973.

For the next two years, the programs and activities in North Clackamas were minimal. During this time, the college had been paying $20,000 in rent to conduct programs in North Clackamas district facilities. While one or two other districts were charging the college rent, it was not as substantial as North Clackamas. An agreement was reached between the college and the North Clackamas district that, starting in 1974, the $20,000 rental fee would terminate. Instead, the college would contribute that amount toward the development of community education in the North Clackamas District. Although the district had been experimenting in community education for two years, the program was not a success. After the cooperative agreement with the college in 1974 and the funding specified for community education, a new approach was taken to staff the community school program.

The school district selected an individual to serve as the district community school coordinator (called the executive secretary). It also hired eight other paraprofessionals who were located in the elementary schools (called community school secretaries). The agreement between the school district and college stipulation that the college Community Education Director would serve as a program resource person to train new staff. Later, the director said, "We just started from scratch. They knew nothing about community education and finally, by the end of the year, they were managing a pretty good program."

Although the number of programs increased with the "secretary" coordinators, in 1975, it was decided to hire a coordinator who had been professionally trained in community education. This was done at the suggestion of the college Community Education Director and the school district hired a graduate in community services and public affairs.

The new North Clackamas coordinator's first action was to change the staffing situation and job titles. The former community school secretaries became community school coordinators and job descriptions were written. The staff has increased from eight to ten, and today the program serves nearly 7,000 participants each term. The college also provides a staff member who works with the North Clackamas community education staff to coordinate all the credit/non-credit classes offered by the college in the three local high school and skill center.

A staffing proposal to provide community school services on an area-wide basis was recently approved by the school board. Programing for all classes and activities will eventually be organized and coordinated in four areas of the district, using regional programing centers mainly in junior high schools. A new staff member, Community School Coordinator II, will be located in each regional center. This person will be responsible for programing classes and activities as well as working with the elementary community schools within the region. It is hoped that, by coordinating all community school pro-

grams on an area-wide basis, services would be equitable to all parts of the district.

A cooperative agreement was written when the college began its participation in the school district program. It defines the requirements and responsibilities for staffing, funding, and programming.

When asked about the advantages of the cooperative relationship between the college and the school district, the district community education coordinator said that the college serves as a hub for all county community education programs and acts as a unifying force in the county. Many of the classes are considered college-sponsored and nearly all the instructors are paid, rather than volunteer. However, the coordinator sees this pay structure set by the college as a drawback to the relationship because it doesn't allow enough flexibility. His orientation had been volunteer programs, but he has found it difficult to inlist volunteer teachers in his district.

COLTON

The Colton school district was among the first that the college Community Education Director worked with when he assumed his duties in July, 1972. Colton is the smallest district in the county, with a total population of about 3,500. It is not an incorporated city and there is no industry to help the school budget.

The superintendent at Colton had expressed an interest in the Estacada community school program when it started and had discussed the possibility of a community school at Colton with the first Estacada coordinator. When the Estacada coordinator became the college Community Education Director, he continued his discussions with the Colton superintendent and eventually the college agreed to contribute $3,000 for a community school program in the Colton school district. The money was designated to hire a coordinator, and that amount has been awarded to Colton each year since.

With the help of the college Community Education Director, the community school concept was explained to the school board and a newly formed citizen's group. The concept was approved and, with the $3,000 from the college used for part of the salary, a coordinator was hired. Community reaction to the new program was very good and an advisory council was started. Since the first year, the program has continued under the supervison of two other coordinators, one from 1973-1975, and another from 1975-1977. The fourth and present coordinator started at Colton in July, 1977.

While the coordinator is the only paid staff member, he does have an active advisory council, a number of volunteer workers, and a supportive school administration and staff. About one-third of the classes are college classes and the average enrollment is 150 per term. The college provides a community development coordinator. The community school coordinator feels that this person is a great asset as he helps to identify individual and community needs and mobilizes resources to address those needs.

In the words of the community school coordinator, "The community college has never demanded. They've realized that each community is individual, they all have their own needs."

GLADSTONE

The first local interest in a community school program at Gladstone was initiated by the Junior Chamber of Commerce in 1972. The college Community Education Director had been on the job only a few weeks when he had a phone call from the president of the Gladstone Jaycees and Jaycee-ettes, the Director explained the community school concept and suggested that the city government and local school district work together to implement the concept.

The Jaycees were quite enthusiastic over the community school concept and held a favorable position in the community. A committee was formed and a meeting arranged with the mayor and city council to hear the college Director's presentation. The school superintendent and board also were invited. While the concept met with mixed reaction, another meeting was set to discuss it further and the school board requested a special meeting. At that meeting the Northwest Center Director and the college Community Education Director discussed the concept with the school board and very soon afterwards the school board voted to start a community school program.

The school board voted to start a program in the fall of 1972. The cooperative effort among the city, school, and college that was evident in the initial discussions continued and developed into a three-way funding agreement which still exists today.

The first contributions were $3,000 from the college and $5,200 from the city. A district teacher was released half-time to become program coordinator. The teacher became a full-time coordinator the next year, and the school contribution was $15,000. The chart on page illustrates the balance of financial support in Gladstone since the beginning of the program.

The series of events that follow tell an interesting story of how community education developed in this suburban community of 10,000 population.

The new coordinator was hired on a half-time basis in November, 1972, and continued his taching assignment for the rest of the year. He then went to Flint, Michigan for a two-week community education orientation. His reactions to this training were, "That was a big help to me. I had no base to come from before. I knew enough people in the community and about the school system that I could apply what I learned."

When he returned from Michigan, he started conducting in-service meetings with the school faculty and making presentations to the city council, clubs, and other interested groups. He said that one of the

most beneficial things he did was to hold a school district-wide in-service meeting where he showed the film, "To Touch A Child." The in-service activities included the entire school district staff --administrators, faculty, secretaries, custodians, and cooks. The orientation helped to stem negative reaction when the programs began. He said, "There really wasn't any resistence and I was shocked."

While the coordinator was meeting with these various groups, he identified a cross section of people and formed a community council. From the cross-section of people who he asked to make suggestions he invited 50 to a meeting where each explained his/her concept of community education. From those 50 he identified 14 who were willing to serve on the council.

After the advisory council was organized, it helped the coordinator develop an interest survey that was conducted door-to-door with the help of the Jaycees. The survey was contained in one form which the entire family could complete--it was divided into categories for children, youth, adults, and senior citizens. Based on the results of the survey, the first program was offered in the spring of 1973. Eight free classes were offered that were considered general get-acquainted offerings. All of the instructors were volunteer and 200 people were enrolled. In contrast to that first program, last year's enrollments totaled 7,814 with a combination of volunteer instructors from the community and paid instructors from the college.

In talking about his beginning efforts with the advisory council, the coordinator recalls, "With that group I made a cardinal error and that was to ask them to help us get the program started. They took that as their goal. After two years when the program was pretty established, the council folded." Since that time the coordinator has called on several key people in the community to get feedback on the program. He considers this an informal council that works well for him.

When the city joined the cooperative arrangement, it was agreed that the recreation programs would become the responsibility of the community school. In 1976, the total program continued to grow, a full-time recreation supervisor was added and youth enrollments more than tripled.

The community education staff at Gladstone increased to six in 1978 when the college added a Community Development Coordinator to identify human service agencies that could help the citizens of Gladstone.

The community school coordinator cited several strengths of the cooperative arrangement with the college. He said, "Although the college is the smallest monetary provider to the program, it's probably the largest resource that we have because they provide so many in-kind types of services. To us, the printing is a big help, our only cost is the paper. Also, when I can't find someone in the community to teach a class, I can go to the college and usually find a teacher."

His general attitude about the success of the relationship was, "The college has never put any pressue on me to take the programs they want to offer. I believe it's been a key to the success."

MOLALLA

The groundwork for the community school program in Molalla started in 1971, although the program did not actually begin until 1974. When the college Community Education Director was still a coordinator at Estacada, he met and talked with the Molalla superintendent. The superintendent was interested in securing a stronger relationship between the community and school, and was seeking different ways to bring that about. He had also sought information and assistance from the Northwest Center Director, who made several presentations to the Molalla school board and other interested citizens. Finally, in February, 1972, the school board passed a resolution adopting the community school concept.

Shortly after the decision to start a community school was made, the Molalla school board was approached by the Northwest Regional Educational Laboratory in Portland for permission to conduct a study in Molalla on the relationships of the school and the community. The Northwest Lab selected Molalla because it is a small rural community. Molalla has a population of nearly 12,000 in a school district that covers an area of 250 square miles. The major industries are logging and agriculture. The school board agreed to the Northwest Lab's study and decided to delay the start of a community school for 18 months while the study was taking place.

During the course of the Northwest Lab's study, the Community Education Director was hired and attended the study meetings as a representative of the college. When the project ended, a member of the community study group that had worked with the Northwest Lab made a motion that the school district implement the community school program. The action essentially had already been approved by the school board in 1972. As a result, the community school program was started in Molalla in August, 1974. To assist in hiring a community school coordinator, the college contributed $4,000 to be added to the $8,000 that was committed by the Molalla school district.

The coordinator hired to develop the Molalla community school had been involved in community education as a coordinator in another Oregon community. He had studied in Flint, Michigan for a year as a Mott intern and brought several years of community school experience with him to the new job. His first weeks on the job were spent getting acquainted with the community. He explained, "I went into every business in the downtown area and talked to people about the community school concept and tried to feel out their interest. I didn't approach anyone on becoming involved at that time. I also went to the principals and school board members and did the same thing."

Through these initial contacts, the coordinator asked those who indicated a strong interest in the community school concept to attend the first organizational advisory council. Ten people responded and formed the first community school advisory council. One of the first duties was to develop an interest survey which was distributed door-to-door one night and picked up the following night. Surveys were also mailed out with bank statements through local banks to rural areas that could not be reached by the door-to-door process. There was about a 63 percent return from the combined methods of the survey.

The survey results indicated there was a need for a variety of recreational activities for all ages. With the survey results tabulated, the first program was formed and classes offered in January, 1975. The major emphasis was on recreation and leisure time activities the first term.

As the community school program grew at Molalla, a second staff member was added for an 18-month term with Clackamas County Manpower Funds. When those funds ran out, the school district placed this position in their budget. Also, a part-time secretary was placed on the staff. In 1977, the college added a Community Development Coordinator on the request of the Molalla community council. The position is completely funded through the college, as in the other school districts were the college has added the same position. The college requires only that the person holding this position be placed on the community school staff and be given office space. The major responsibilities of this coordinator are to work in cooperation with local, county, and state agencies/organization that provide or have the potential to provide human services. A chart showing the responsibilities of each staff member is illustrated on page 3.

Presently, the community school program in Molalla has expanded from recreational activities to include areas of job skill improvement, self-development, K-12 enrichment opportunities, Big Brothers/Big Sisters program, outreach services to individuals, and program opportunities for the handicapped. Total enrollment last year was 4,351.

When the coordinator was asked his opinion of the cooperative arrangement with the college, he cited several positive advantages. "The major benefit is that the college acts as a hub. It unites all the smaller communities and acts as a focal point. The college is willing to reach out to the communities and help get them organized." He listed three factors where the college had been a help: (1) The financial stimulus the college gave the communities which gave them the incentive to start a program, plus the commitment that the college will be there the next year and the year after; (2) the commitment of a full-time staff person at the college (the Community Education Director) to work with whoever is hired at the local schools to make programs successful; and (3) the willingness to offer resources such as printing brochures and help with special projects. These are all positive notes for someone trying to start

a program, especially in rural communities where there aren't those kinds of resources. But the underlying factor to all of these is the acceptance of the person within that position at the college. Without a person in that position who had been out in the field, this program would not have made it."

WEST LINN

The sixth school district to join in a cooperative relationship with the college was West Linn. The school district covers 46 square miles, including the City of West Linn and that portion of the City of Wilsonville that lies north of Willamette River. Nearly 75 percent of the land in the school district is un-incorporated. The greater areas of the cities of West Linn and Wilsonville are classified as suburban while the balance of the district is classified rural or agricultural.

The first interest for a community school program in West Linn was initiated by a third grade teacher who had lived and taught in another community. She had been involved in community education as a teacher and saw a void existing in West Linn. During her first year as teacher in West Linn, she requested assistance from the Northwest Center Director, not realizing the college was involved in community school development.

She then called the college Community Education Director, who met with her and offered assistance in developing interest in West Linn for the community school concept. They met with the superintendent of schools and other administrators several times. She organized a citizen's group, spent time talking to people about community education, and encouraged community support for the idea. The college director assisted her in making presentations to the school board and the city council, and both groups expressed interest in starting a program. The main obstacle was finding support money.

Undiscouraged, the teacher and college director began looking at the city budget, the school district budget, and the amount the college would contribute. Money that had already been budgeted for activities which were either not successful or which could be incorproated into a community school program was found. As the college director explained, "We could see that just with money which was already being spent from a combination of people putting money together, a joint program could be worked out with the community college, city, and school district." It was finally agreed that the school district would contribute $5,800, the city, $6,000, and the college, $4,000. The community school program was started in July, 1975, and in 1977, the City of Wilsonville joined the funding sponsors with a contribution of $2,000.

A coordinator was hired by a selection committee composed of the school's assistant superintendent, the city's mayor, and the college Community Education Director. The coordinator had recently completed

his master's degree in community education and had prior experience as a community school coordinator. When considering the job at West Linn, he recalled, "The cooperative agreement was one of the things that attracted me to the job. Usually that takes a long time to accomplish, and there it was already existing. The other thing that attracted me was the fact that Clackamas Community College was there and I has been told about the cooperation the school districts were getting from the college and the assistance in the development of programs."

During his first weeks on the job, the coordinator met with key people in the community, including the superintendent, mayor, and college Community Education Director. From talking to people, he determined generally what types of things people wanted and set up a fall offering of about 20 classes with 340 people enrolled. As he explained, "The whole charge from the school board was, don't take time doing studies, get it (the program) going."

By February, 1976, the first organizational meeting for an advisory council was held with 22 community members attending. Eventually a council of twelve active members was established with further membership open to any interested individual. Activities of the council included district-wide mailing list, a newsletter, a transporatation program, a community and human resource file, a community center, an afterschool enrichment program, playground equipment, and a community pre-school.

The staff at West Linn increased rapidly when the college funded a Community Development Coordinator position in January, 1976. A programmer was added through 100 percent CETA funding in June, 1976, and presently the position is funded 50 percent through CETA and 50 percent through local sources. Plans were made to add a recreation director to the staff. The community school programs served a total of 3,250 people in 1976-77.

According to the coordinator, the only resistance to the program came from people who felt the community college should not work in the area of community education. He added, "But the college has made the point through this whole process that it is part of their job to serve the people in the district. Ever since college classes have gone into the community, this opposition has lessened."

When asked about the strengths and weaknesses of the cooperative arrangement, the coordinator made these comments, "The community college and the college's Community Education Director have had an incredible impact on Clackamas County. They are a reputable source serving as an advocate of the development of programs. It's the only thing that pulls all the county together. The coordinators and directors of the local schools share staff development plans, statistics on growth, and budget preparation techniques. The college has pulled us all together and it's keeping us together."

REDLAND

The Redland school district was originally part of the Estacada district, and as such had experienced a successful community education program under the umbrella of the Estacada community school. However, in 1974, Redland residents voted to become an independent school district. The new Redland school district includes approximately 3,000 people and has only one school building for grades one through eight. When they formed their own high school district, plans were proposed to build a high school. But the bond issue was rejected several times and currently the high school students are tuitioned to other schools in the area.

No longer a part of the Estacada district, the Redland community school program was discontinued. For two years the only community education classes offered were through the college. However, Redland superintendent of schools maintained an interest in a community school program and, in 1976, he approached the college community education director expressing a desire to re-established the program. He wanted the college's involvement mainly as a resource, but the director indicated that the college also would like to be involved financially. Since the Redland program was to be a part-time basis, the college could not contribute on the same scale as it did for the other districts, but did contribute $500 to the school budget.

A part-time coordinator was hired in 1976 and several classes and activities were organized. A new principal and superintendent were selected in 1977, as well as another part-time community school coordinator. The college is presently working with the new administrators and coordinator to consider the possibility of expanding the community school program to a full-time status.

CANBY

Several years before beginning a community school program, the Canby district had a strong and successful adult education program through the efforts of the college. The college had employed a part-time adult education coordinator in the community who was also a teacher in the high school. He did an outstanding job of identifying community college class needs. Enrollments were averaging from 700 to 800 students each term in college classes. The Canby school district had a population of about 12,400 residents at that time.

In the spring of 1974, the college community education director met with the Canby adult education coordinator, and together they organized a meeting with the school board to present information on the community school concept. However, no action was taken at that time. The next year, another person was hired to administer the college program , and he too conducted a successful adult program. He tried to initiate interest in a community school program, and worked with the college community education director in organizing a citizen's advisory group to study community education. Presentations were made to the high school board and a separate elementary school board in the district. But, again, no action was taken.

A new high school superintendent was hired in July, 1975, and he expressed more interest in community education. The high school board became receptive to the idea and recommended that the elementary board join with them, but the elementary board did not agree to that. The high school board did not choose to take on total responsibility, and the idea was dropped again.

When this happened, the adult education coordinator began to work with city representatives. The city hired him to administer a summer recreation program, which was successful. This led to an interest on the part of the city to become involved in the community school concept. During the remainder of the 1975-76 school year, the city and the high school discussed the possibility of jointly forming a community school program. At the end of the school year, however, the adult education coordinator accepted a community school coordinator's position in another location.

The school district had difficulty in budgeting funds for a community school coordinator for the 1976-77 school year, so the college agreed to contribute $4,000 to hire a part-time coordinator. An individual was selected in October, 1976 and, with the addition of $6,000 in CETA funds, he was moved to a full-time position in January, 1977. The local district was able to budget $13,810 in community school funds for the 1977-78 year, which was supplemented by another $4,000 from the college.

When the coordinator began on a part-time basis in October, 1976, he assumed responsibility for the college courses already scheduled. He also spent much time meeting with people, talking with school administrators, and with community groups. The first community school classes started in January, 1977. In March, a community advisory council was organized to write a community needs assessment. A survey was conducted in May. Enrollments for the 1976-77 school year totaled 1,145, and it was projected that the 1977-78 enrollments would reach 3,000. A proposal to join in a cooperative agreement with the college and the school was agreed to by the Canby city government.

The community school coordinator had several responses to the question of the effectiveness of the cooperative arrangement with the college: "The college acts as a central clearinghouse of information. It has kept us all in closer contact, not only with the college, but with the other community schools in our area. That has been the greatest benefit. The college has also acted as a catalyst in the development of programs. Canby might not have ever started a community education program without the college's help."

"One other factor is the flexibility the college has allowed, especially with the money that is given. I've never had pressures to create more classes for the college. The nature of the classes is up to those of us in Canby and that is essential to the community school concept."

OREGON CITY

Ironically, the last school district in the county to start a community school program was Oregon City, the community in which the college is located. The Oregon City school district is the second largest in the county with a population of 30,000. Since the college is located there, it seems that the community felt there was no need for a community school program to supplement college programs. According to the present community school coordinator, "The people didn't know what community education was. They though adult education was community education." Oregon City school administrators were also resistant to start a community school program.

However, as early as 1972, the college community education director made several presentations at the request of community groups. Local school officials attended some of these meetings. Thus, the school was aware that the college could assist in investigating that community school idea and the school officials also became aware of other communities around Oregon City that had established successful community education programs.

Eventually, in 1976, the Oregon City school board president asked the college for information on community schools. The dean of community services/community education and the director of community education from the college then made presentations to the school at their request. The response was positive and, at the insistence of the school board, money was allocated to start a community school program. At that time, the college agreed to contribute $5,600 toward establishing the program. A coordinator was hired on January 1, 1977.

During his first three months on the job, the coordinator worked at promoting the community school concept. In an attempt to convince people that community education was the same as adult education, the coordinator promoted youth programs and integration of resources in the classroom. He established one school as a model of K-12 integration of resources, and the response has been favorable. During the first year of operation, 1977, approximately 3,500 youth and adults enrolled in classes and participated in activities through the community school program.

When asked about an advisory committee, the coordinator explained, "I feel that you should set up a program first, let people look at it and know what community education is, then start developing an advisory council. My goal was to have an advisory council started within a year. People have to be motivated and see some things. That opinion is based on experience." Before taking the job at Oregon City, the coordinator had been a community school coordinator for several years in another community.

A staffing proposal similar to the one at North Clackamas has been approved for the Oregon City Community school program. It calls for three Community School Coordinator II positions to be located at the junior high schools and twelve Community School Coordinator I positions at the elementary schools. The staff additions will be gradual, but eventually the program will be expanded to an area-wide basis with coordinators in all schools. This staffing proposal is reprinted here, beginning on page

The coordinator gave these opinions of the strengths and weakness of the cooperative agreement with the college, "I see the main advantage of the community college as being a resource, and having established cooperation, we have much better access to those resources. Each school district can identify with one thing, the community college. We come together for meetings. We identify with the college's Community Education Director, but he's not our supervisor. We see him as a facilitator, a representative of the community college. As far as weaknesses, the one thing I see is the hourly wage agreement of $8.00 an hour for community college classes. Another is a lot of red tape with the community college classes. But I see that we're always improving. I don't see any problems that can't be worked out."

Review of Clackamas Community College Developments During the Community School Development Period

The successful involvement of Clackamas Community College in the development of community schools in its service area is evidenced by the summary of the programs described on the preceding pages. The college has made a philosophical and financial commitment to assist in the continuing development of these programs. They have provided leadership, resources, and training to all school districts that have made a similar commitment in terms of money and staff.

During the past several years, the Community Services and Community Education Division of the college continued to grow and has offered a variety of services to the county. As services expanded, so did the staff. In the Community Education Department a second full-time staff member was added in 1974. The postion was titled Supervisor of the Evening College, and responsibilities included supervison of all evening classes on the college campus. In 1977, the individual in that position stepped into the new position of Coordinator of Continuing Education with added responsibilities of working with the community schools in offering community education classes at the local schools.

In 1973, the college board approved the "Family Plan" for community education classes. By this arrangement, two members of the same family taking a class at the same community education center may receive a tuition reduction of one-half for each full-time tuition

paid. This plan has been very successful with young married couples who have children. The husband can take a class one night and, in the same center, the wife may take a class another night at one-half the tuition, thus often eliminating baby-sitting costs. Or they may both take a class the same night.

Another innovation at Clackamas Community Colleges is the "Gold Card" program. Any senior citizen, 62 years or older and living in the college district, is eligible to receive a Gold Card which entitles him or her to attend any college class tuition free, and any cultural or athletic activity at either college or a cooperating school district.

With nine years of growth and experience behind it, the college board in 1975 adopted a new statement of philosophy and purpose. The new statement established the college as a community-based institution. A greater emphasis was given to community services and community education as in integral part of the total college program than in previous statements of purpose. These excerpts illustrate the broadened philosophy:

> "Clackamas Community College exists to meet the life-long learning needs of the individuals and communities it serves. Because these needs are varied, the college must be flexible. Because the college is local, it can be responsive . . .
>
> "A community college 'student' should be able to begin learning at practically any age, using the whole community and its resources as the 'school,' and can enjoy enriching experiences of discovery and self-realization for the rest of his or her lifetime . . .
>
> "Community service and community education programs lead to a fuller utilization of community resources, both human and physical, as the college reaches out to discover ways its strengths can be meshed with those of the community. The college thus acts as a catalyst in helping individual and community lives become richer and deeper as well as more pleasant . . .
>
> "Each member of the college community has a unique taking and giving relationship to the institution. By combining and balancing these relationships, the college can help the community plan for and implement the quality of life -- personal, professional, and cultural — which it seeks."

Clackamas Community College received national recognition in 1976 which the National Community Education Association bestowed the Allied Organization Award on the entire staff of the college. This award, given for exemplary leadership by allied organizations and individuals, always had gone to an individual in the past. That year, however, it was unanimously recommended by the NCEA Awards Committee to make the award to an institution for taking the lead in the community college/community school cooperation.

Thus, the concept of community college/community school cooperation in the promotion of community education has gained national recognition for Clackamas Community College. Other colleges since have become interested in applying a similar approach with the local schools in their service area. In an effort to provide assistance for colleges and schools who want to learn more about cooperative arrangement possibilities, the Northwest Center applied for a Mott Foundation grant which was made available through the American Association of Community and Junior Colleges. The grant is administered through the AACJC Center for Community Education and under it the position of Field Associate has been established. Responsibilities of the position include fostering relationships among community colleges, community schools, and other related agencies in the field of community education for a ten-state service area in the West.

During the initital stages of applying for the grant, which would place the Field Associate position at the Northwest Community Education Development Center at the University of Oregon, the center director called on the community education administrators at Clackamas Community College. The college administrators supported the idea completely. In June, 1977, the AACJC Field Associate position was approved and the new Field Associate joined the Northwest Center in October.

One of the most recent developments in the promotion of community education at Clackamas Community College occured in 1977 when the college was named a Cooperating Center for Community Education Development by the Northwest Center. This action officially committed Clackamas Community College to the concept of community education in regard to information dissemination, technical assistance, and training as well as continuing direct communication linkages with the Northwest Center. Clackamas Community College was designated as a "non-funded cooperating institution" and, since July 1, 1978, limited travel funds have been available to further assist in the development of community education in Oregon and Clackamas County.

Section II

24 THE MECHANICS OF COOPERATION BETWEEN CLACKAMAS COMMUNITY COLLEGE AND THE COMMUNITY SCHOOLS

24 [1] The Roles of the Community College and the Community Schools

26 [2] Statements of Philosophy

30 [3] Cooperative Agreements

36 [4] Organizational Charts and Job Descriptions

46 [5] Staffing Models

58 [6] Advisory Councils

63 [7] Interest Surveys and Evaluation Procedures

67 [8] Funding

73 [9] Salaries and Fee Policies

76 [10] Programs and Process

The Mechanics of Cooperation Between Clackamas Community College and the Community Schools

This section describes and presents examples of the numerous relationships between Clackamas Community College and the community schools within its district. While some of the content relates only to community schools, it is included to represent community school mechanics, and may be helpful to community colleges in giving guidance to new community school programs.

The following areas will be included:

1. The Roles of the Community College and the Community Schools
2. Statements of Philosophy
3. Cooperative Agreements
4. Organizational Charts and Job Descriptions
5. Staffing Models
6. Advisory Councils
7. Interest Surveys and Evaluation Procedures
8. Funding
9. Fee Policies and Salaries
10. Programs and Process

1. The Roles of the Community College and the Community Schools

Since establishing a Community Education Department in 1972, Clackamas Community College has assumed an active role in the development and continuation of community schools within its district. To summarize what the college has indicated is its role and responsibility, the college dean of Community Services/Education has written:

"The role of the community college is to provide administrative personnel who become consultants to community schools and community leaders in starting community schools; to become a catalyst in promoting, explaining and expanding community education and the community school concept; to act as a resource to the local school districts in organizing support of the community school concept; and to work on a supervisory and/or a colleague relationship with the local community school coordinators, directors and educational aides."

The college, through the director of community education, is able to help community schools by contacting prospective teachers, helping in the scheduling of classes, and coordinating other program activities. The college also prints some of the community school class schedules and other informational material.

The director of community education at Clackamas Community College meets on a regular basis with community school directors, coordinators, and aides to offer assistance whenever possible. These meetings have strengthened communication between the college and the local school districts. The community school coordinators have had the opportunity to become acquainted with other college administrators, instructors, and the facilities that are available. The Community Education Department also offers in-service activities for community school staff, college staff, and area citizens involved in community education.

Another role of the college has been to supply funding on a continuing basis to the community schools. While the college funds are not equivalent to local dollars, they have been crucial in the initiation of many community school programs in the county. A funding formula showing a breakdown of the amount each school district receives is illustrated on page 70.

In the area of programming, the college and the community schools are involved through cooperative efforts, rather than competition. In some cases, the community schools assist the college in scheduling college credit and non-credit courses in the individual communities. In other cases, the majority of courses offered in a community school program are college non-credit courses. All courses, whether community school or college courses, are advertised in a single brochure, resulting in many programs that meet the needs of people. It is important to note that the college has consistently taken the position of non-interference with the types of courses developed by individual community schools.

The community schools in Clackamas County have attempted to develop the six basic components of community education into their community school program. The components are: services for youth; services for adults and special interest groups; integration of elementary and secondary school programs and the transfer programs of the college; cooperation and coordination of resources; maximum facility use; and, community development/involvement. The schools have had a great deal of success with some of the components, while being still in the development stages with others.

The important thing to note is that community schools are doing more than scheduling classes for adults and children. They are working to improve facilities usage, community resources in the classroom, inter-agency cooperation and community development. The community schools in Clackamas County are making headway in moving from "programs to process."

2. Statements of Philosophy

While statements of philosophy are often general in nature, it is important for any institution embarking in a new direction to have a formal written statement as a basis from which to start. In the case of Clackamas Community College, there have been two such statements, one when the college was founded, and a second revised statement in 1975 which reflects the changes and expanded role of the college.

As mentioned previously, the 1975 philosophy statement of the college was much more inclusive of community services and community education. There is no specific reference made to community schools in the philosophy, but it does state that "community service and community education programs lead to a fuller utilization of community resources, both human and physical, as the college reaches out to discover ways its strengths can be meshed with those of the community." (See Illustration 1.)

In the case of the community schools, a written statement of philosophy indicates a definite commitment by the school district to the goals they are desiring to achieve. Illustration 2. is a general philosophy statement of community education as endorsed by the college and all community school directors in Clackamas County.

ILLUSTRATION 1

Clackamas Community College Board of Education Policies--
Philosophy and Purpose

Clackamas Community College exists to meet the life-long learning needs of the individuals and communities it serves. Because these needs are varied, the college must be comprehensive. Because these needs are continually changing, the college must be flexible. Because the college is local, it can be responsive.

The need of the individual to develop into an integrated personality who can function effectively as a member of his culture provides the most basic guidance to the college as it seeks to develop a comprehensive educational offering. Education for careers and for self-development is provided by occupational programs, student personnel services, and community services.

College programs train, re-train, and upgrade the community's work force. Community service programs join people who can help, with people seeking help. The juxtaposition of many kinds of programs within the same institution gives the community college its strength. In this varied environment, students can be encouraged to explore and expand the range of their abilities to learn, to succeed, and to cope with change. Students encounter multiple opportunities for success. Provision is made for those whose educational goals change as they become involved in new and stimulating surroundings.

The college takes as one of its important roles to help people come to value their own worth and to rely on their own strengths and creativity. People should be brought to an understanding that they are part of a larger whole in which what they do as individuals is immensely important, both to themselves and to their communities. Individuals need to learn that their survival and that of their society depends on the accommodations each separate generation make with the powers and conditions that confront them. The college can and should contribute to that learning.

The community college is commited to providing education which is accessible physically, educationally, psychologically, and financially. Therefore, a wide variety of ways are sought to deliver and tailor education to meet the needs of students. Because students can remain at home, education becomes available to many who would

otherwise be excluded. Flexible scheduling, such as open-entry, open-exit courses accommodates the differing abilities, expectations, and life-styles of students. Students will find support for their individual learning goals, regardless of age, ability, or previous educational experience.

Certain words seem to project stereotyped mental images. The words "student," "school," or "study" usually call forth pictures of young people going to formal classes in school buildings. If the person hearing or reading the words hasn't particularly enjoyed being a student, going to school, and studying, the words will probably have a negative impact. The community college is in a unique position to sweep away the stereotypes and alter the negative images in ways no other educational institution has ever been able to do.

A community college "student" should be able to begin learning at practically any age, using the whole community and its resources as the "school," and can enjoy enriching experiences of discovery and self-realization for the rest of his or her lifetime. By retaining its flexibility, the community college can provide ways and means for ever growing numbers of people to share in the excitement and fulfillment of life-long learning. People who have heretofore been excluded from pursuing further education and who have been unable to find help in developing latent talents and capabilities should have new opportunities open to them through the community college.

Community service and community education programs lead to a fuller utilization of community resources, both human and physical, as the college reaches out to discover ways its strengths can be meshed with those of the community. The college thus acts as a catalyst in helping individual and community lives become richer and deeper as well as more pleasant.

The community college seeks the participation of a wide range of members of the community in its mission of human growth and renewal through education. Each member of the college community has a unique taking and giving relationship to the institution. By combining and balancing these relationships, the college can help the community plan for and implement the quality of life--personal, professional, and cultural--which is what it seeks.

ILLUSTRATION 2

Philosophy of Community Education

Community education is an approach to individual and community improvement. It stresses strong school-community relationships, interagency cooperation and coordination, broad-based citizen involvement, and greater utilization of local resources, including school facilities.

Essentially, community education is based on the premise that local resources can be harnessed to solve many community problems and that the public school system can be central to any such effort. This is not to imply that public schools can or will resolve all community concerns, but rather that they can serve as a focal point for communities to resolve their own concerns. Thus, community concerns become educational concerns in which the schools must become actively involved. This broad philosophy is operationalized through the community school concept.

3. Cooperative Agreements

The written cooperative agreement is the foundation for a solid relationship between the community college and the community school. In the agreement, definite roles and responsibilities are established with reference to such things as staffing, funding, programming and supervision. The agreement is signed by representatives of all the cooperating agencies; in most cases the college president and the school district superintendent. In some districts, there are other cooperating agencies, such as the city government.

Most of the school districts in Clackamas County have a written cooperative agreement with the college. In some cases, the college and the school districts started with an informal verbal agreement for funding to be received from the college; however, a written cooperative agreement has become necessary.

One of the examples given here is from the Gladstone School District illustrating a three-way partnership among the City of Gladstone, Clackamas Community College and the Gladstone School District. The other agreement is called a joint resolution for the Canby Community School program. (See Illustrations 3 and 4.)

ILLUSTRATION 3

Gladstone Community Education Program

Cooperative Agreement Between Gladstone School District, City of Gladstone, and Clackamas Community College

September 1977

Definition

The Gladstone Community Education Program means a program to provide educational, recreational, cultural and other related community services for the community in accordance with the needs, interests, and concerns of its citizens.

Basic Concept

Community education is a dynamic approach to individual and community improvement. It stresses improved school-community relationships, interagency cooperation and coordination, broad-based citizen involvement and greater utilization of local resources, including school facilities.

Essentially, community education is based on the premise that local resources can be harnessed to solve most community problems and that the public school system should be central to any such effort. This is not to imply that public schools can or will resolve all community concerns but rather that they can serve as a focal point for communities to resolve their own concerns. Thus, community concerns become educational concerns in which the schools must become actively involved. This broad philosophy is operationalized through the community school concept.

The community education concept calls for an expansion in the role of the traditional school. From a formal learning center for children and youth operating 6-8 hours a day, each school evolves into a "Community Education Center" providing self-improvement opportunities for all segments of the population on a 16-18 hour per day schedule all year long.

A community education program provides a wide range of educational, social, recreational, cultural, and community problem-solving opportunities without restriction as to clientele to be served, facilities to be used, or time of the day. Schools do belong to people and they represent the largest single investment of the tax dollar in most communities. In addition, they have a tremendous potential to serve their patrons in many ways beyond their important and legally prescribed function of providing formal education for children and youth.

Purpose of Community Education Program

To mobilize the human and institutional resources of a community in such a fashion that:

a) Costly duplication is avoided.
b) People of all classes and creeds are given the necessary encouragement and opportunity to help themselves to a better life.
c) Local institutions--schools, government, business, cities, college--become genuinely responsible to human needs and wants.

Focus in the School

While the major thrust of a community education program is that it be developed by and designed to meet the needs of people of all ages living in that community, it is usually the case that the activities find a focus in the school that serves that community. The school is one of the resources available to the community to be used in the development of the program; it is not the only one.

The school, however, is usually the only public building that is available in every community, and it is thus the logical facility around which programs are built. It is the familiar place to most boys and girls living in the area, and it is identified by parents and the public generally as being "their school."

Goals and Objectives

The goal of the Gladstone Community Education Program is to develop a diverse and comprehensive program to meet the recreation, continuing education, and cultural needs of local residents by identifying and coordinating the resources of the community.

The following objectives lead to accomplishment of this goal:

1) Increase use of school facilities.
2) Increase use of city facilities.
3) Increase involvement of local citizens in their schools.
4) Identify wants and needs of the community and design programs to meet these needs.
5) Maximize the use of special skills and talents of local residents in a volunteer capacity.
6) Provide year round programs with involvement and activities for children, youth, and adults.
7) Strengthen communications among residents within the community.
8) Improve communications between agencies serving the community.
9) Facilitate delivery of available social services.

10) Develop special programs; i.e., pre-schools, handicapped, senior citizens, single parent, etc.
11) Supplement established school curriculum by making community resources available.

Partnership by Gladstone School District #115, City of Gladstone and Clackamas Community College

The Community Education Program is supported in concept and with dedicated funds by the Gladstone School District, the City of Gladstone, and the Clackamas Community College. These three agencies are committed to the Community Education Program and to working together to achieve the goals and objectives.

Entire Community Served

The Gladstone Community Education Program encompasses both city and school district boundaries. No one area or segment of the population will be ignored. Public involvement and participation will be solicited from among the entire community.

Contribution of Cooperating Agencies

Gladstone School District

1) Provide Community Education Director and staff.
2) Provide overall budgeting requirements for Community Education Program.
3) Provide facilities and equipment as needed for Community Education Programs.
4) Provide training for both Community School staff and volunteer instructors.
5) Provide publicity for all Community Education Programs.

City of Gladstone

1) Provide Recreation Director and staff.
2) Provide recreation budgeting requirements for city-wide recreational activities.
3) Provide other inkind services as needed for overall operation of recreation programs within the Community School.
4) Provide training for both recreation aides and volunteers.

Clackamas Community College

1) Provide annual specified dollar amount based on agreed funding formula.
2) Provide instructional programs as requested by the Community Education Program.

3) Provide community education related printing.
4) Provide staff as resource as requested.
5) Provide monthly coordinator in-service.

Attest

The previous pages are adopted as the program, policies, and procedures of the Gladstone Community Education Program.

Frank D. Ellis — Signature

January 16, 1978 — Date

Frank E. Ellis
Superintendent
Gladstone School Dist. #115

Leonard A. Strobel — Signature

January 31, 1978 — Date

Leonard Strobel
Manager
City of Gladstone

J. C. Nelson — Signature

Feb 2, 1978 — Date

Dr. John Hakenson
President
Clackamas Community College

ILLUSTRATION 4

Joint Resolution for Canby Community School Program by Canby Union High School, City of Canby, and Clackamas Community College

Whereas the Canby Union High School District, the City of Canby, and Clackamas Community College recognize certain common purposes, and recognize a benefit to the populace of each district in pursuing the said purposes jointly, each resolves to cooperate in the planning, maintenance, and financing of a joint Community School Program.

The goal shall be to provide a structure whereby the people of our communities can identify common and individual needs and interests, and pursue solutions to them.

This goal shall be accomplished by pursuing the following objectives:

1. Providing activities for youth
2. Providing activities for adults
   (The first two objectives may be accomplished by developing optional academic opportunities, recreational, vocational, cultural, or social activities.)
3. Assisting the regular school program
4. Cooperating with other service agencies and organizations in the planning and delivery of programs and services for the people of our district
5. Assisting in the study and development of community improvement projects, and
6. Maximizing the use of public facilities

Key to each of the objectives is increased citizen participation. Upon acceptance, this joint resolution shall be considered ongoing by all parties, unless at least 60 days written notification is given to all other sponsors. Financial responsibilities for each sponsor shall be considered annually.

This joint resolution has been reviewed and accepted by:

E. E. Davies, D.O. — Canby Union High School — 3/9/78 — date

Robert E. Rapp — City of Canby — 3/11/78 — date

Dr. John Hakanson — Clackamas Comm. College — 4/3/78 — date

4. Organizational Charts and Job Descriptions

The organizational charts illustrated on the next pages show the total scope of the Community Services/Education Division, and an organizational chart from a local school. Note in the school district chart, the community school coordinator/director is responsible directly to the superintendent of schools. (See Illustrations 5 and 6.)

The job descriptions from the college include those of the Dean of Community Services/Community Education, the Director of Community Education and the Coordinator of Continuing Education. The fourth job description is an example of a community school director (called coordinator in some community schools). This job description will vary from school to school. (See Illustrations 7, 8, 9 and 10.)

ILLUSTRATION 5

ORGANIZATIONAL CHART FOR COMMUNITY SERVICES/COMMUNITY EDUCATION/RSVP

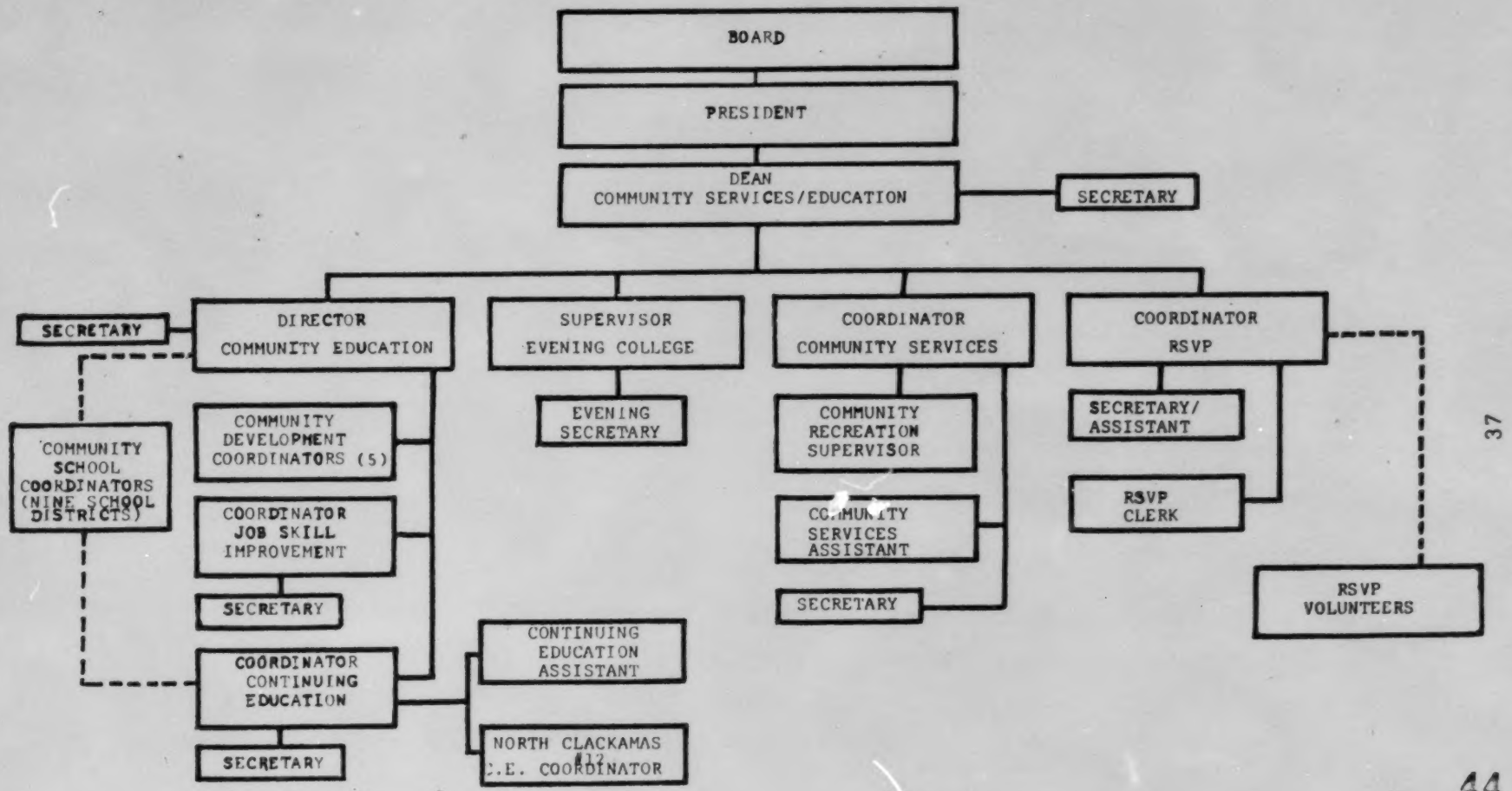

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ILLUSTRATION 6

ESTACADA HIGH SCHOOL - ORGANIZATIONAL CHART

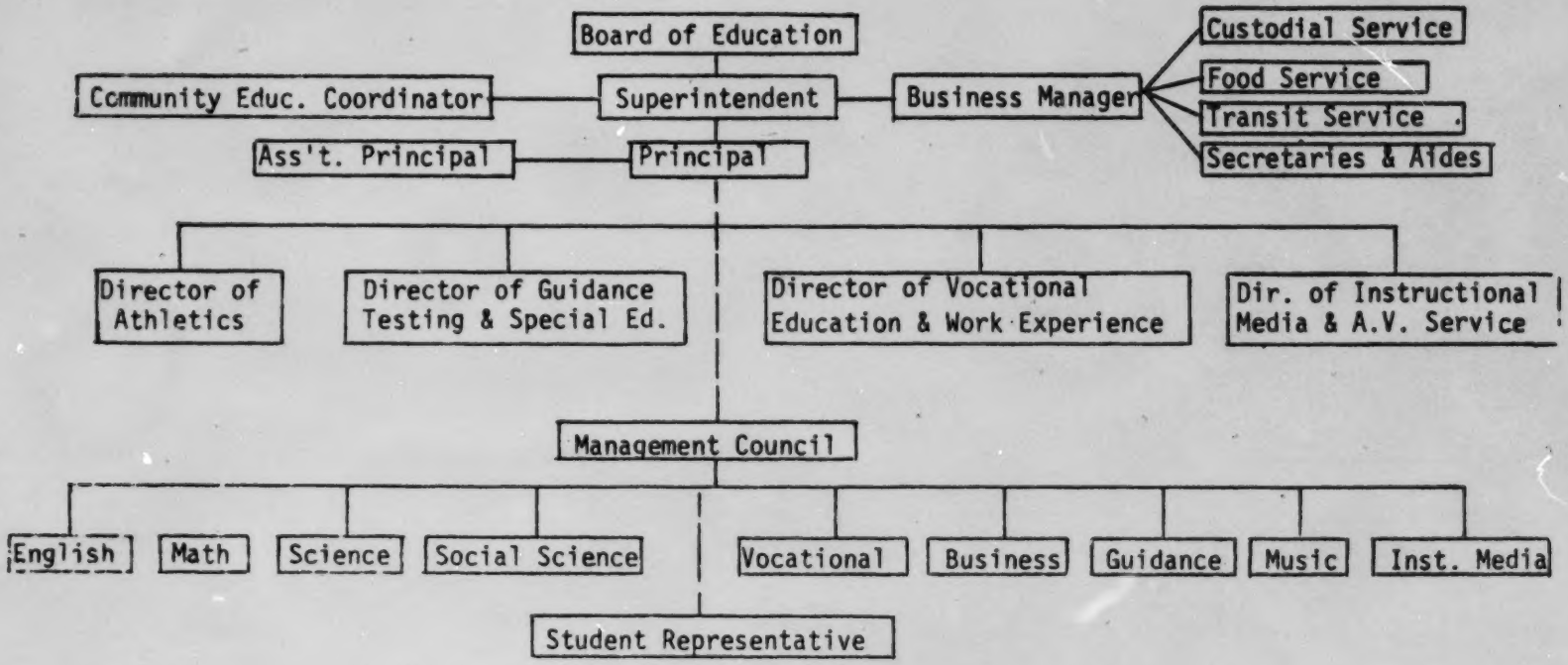


ILLUSTRATION 7

Job Description: Dean of Community Service-Community Education

Responsible to: College President
Authorization: College President

General Responsibility: The Dean of Community Service-Community Education shall contribute to the development and implementation of the College's program by administering and supervising the Community Service, Community Education and Evening College programs. He shall perform other administrative duties as assigned by the President. He shall perform his duties in coordination and consultation with those under his supervision, but the final responsibility and authority for decisions made at that level will remain with the Dean.

Specific Responsibilities:

1. Organization, supervision, and coordination of the Community Service program of the College, including:
   a. organizing programs of education, cultural, and recreational services for groups and individuals within the college district.
   b. Promoting cooperative relations between community groups and the college.
   c. Coordinating and encouraging use of college facilities by community groups.
   d. Maintaining a master schedule of all college and college related events, activities and meetings other than regular college classes, instructor and room assignments, and athletic events.
   e. Creating advisory committees as appropriate, and developing other sources of contact with community elements to assist in identifying community needs and assets.

2. Organize and implement a program of community development looking toward the utilization of college resources in the identification and solution of community problems.

3. Organize, supervise, and coordinate the Community Education program of the College, including the off-campus ABE/GED and high school continuation programs by:
   a. Working to improve community education instruction by promoting the professional development of Community Education instructors, encouraging self-evaluation and evaluation by students, peers, and outside sources.
   b. Initiating, cancelling, or consolidating courses and curricular programs as appropriate.

c. In coordination with the Dean of Instruction, developing and articulating class schedules and instructor assignments for Community Education and Evening College programs.
d. Supervising a program which provides aid and assistance to Community School operations conducted by school districts within the college district.

4. Organization, supervision, and coordination of the Job Skill Improvement Program of the College.

5. Compile, evaluate, and recommend the operating budget for the Community Service-Community Education programs, and administer the adopted budget within the framework of the Dean of College Services' responsibility for the budget document.

6. Recommend to the President the selection of new fulltime staff, and the retention, dismissal, promotion or re-assignment of existing Community Service-Community Education staff.

7. Serve as a management representative in the resolution of various items of grievance and other personnel matters brought before the College.

8. Maintain liaison with the Clackamas Community College Foundation.

9. Annually prepare a comprehensive analysis of the year's activities and present a plan to the President for achieving an agreed upon set of goals and objectives for the Community Service-Community Education component of the college program.

10. Supervise the preparation, printing, and distribution of the annual college catalog.

11. Serve as a member of the President's Council and work closely with other first line managers to facilitate the progress of the College.

12. Attend Board meetings as a member of the President's staff, participating by reporting and discussing matters pertaining to the Community Service-Community Education affairs of the College, and other items when requested by the College President.

ILLUSTRATION 8

Job Description: Director of Community Education

Responsible to: Dean of Community Service-Community Education'
Authorization: College President

General Responsibility: The Director of Community Education shall contribute to the development and implementation of the College's program by developing, administering, supervising, and evaluating the Community Education program of the College. He shall perform other duties as assigned by the Dean of Community Service-Community Education. He shall perform his duties in coordination and consultation with those under his supervision, but the final responsibility and authority for decisions made at that level will remain with the Director.

Specific Responsibilities:

1. Administer programs of community education, including the off-campus ABE/GED and high school continuation programs, and provide liasion with community schools in the college community in such a manner as to advance the college program.
2. Recruit, supervise, and evaluate community education staff, and make recommendations to the Dean of Community Service-Community Education to employ, retain, or dismiss such personnel.
3. To supervise arrangements for spaces for community education programs in the college district.
4. Supervise and administer the Job Skill Improvement program of the College.
5. Work with community school directors in the school districts within the college district and offer college services when they are requested or appropriate.
6. Offer consultant services to districts where there are no community schools.
7. Organize workshops and seminars designed to provide instruction for educators in the college district who would like to learn more about the community school concept.
8. Organize surveys in the college district to give citizens of given school districts the opportunity to express their own educational needs; work closely with "neighborhood workers" and community education coordinators in various communities to develop appropriate educational programs to meet those needs.
9. Compile, evaluate, and recommend the operating budget for the programs under his supervision, and administer the adopted budget.

10. Promote and assure effective flow of information between areas under his supervision and the college administration.
11. Annually prepare a comprehensive analysis of the year's activities and present a plan to the Dean of Community Service-Community Education for achieving an agreed upon set of goals and objectives for the Community Education component of the College.
12. Prepare such reports as may be requested by the Dean of Community Service-Community Education.
13. Work to improve community education instruction by promoting the professional development of Community Education instructors, encouraging self-evaluation and evaluation by students, peers, and outside sources.
14. Serve as a management representative in the resolution of various items of grievance and other personnel matters brought before the College.

ILLUSTRATION 9

Clackamas Community College: Job Description

Job Title: Coordinator of Continuing Education
Immediate Supervisor: Director of Community Education

General Assignment and Duties:

This person will plan, organize, and carry out a broad range of classes of community interest and aimed at self-improvement and self-enrichment. Included will be the hiring of instructors, paying of instructors and registration of classes. Classes will be coordinated through the requests of the Community School Directors (Coordinators). This person will work closely with the Community Schools to develop programs and represent the college goals.

Responsibilities and Duties:

1. Coordinate all college classes held in Community Education Centers.
2. Program a broad range of noncredit self-improvement and self-enrichment classes.
3. Supervise the Continuing Education Assistant and the North Clackamas District #12 Program Coordinator.
4. Find, interview, and hire instructors for noncredit classes.
5. Prepare content of Community Education Schedule and review the progress of the schedule preparation.
6. Supervise payment of instructors paid from Community Education instructional budget.
7. Conduct regular evaluations of the noncredit program and its instruction.
8. Coordinate Continuing Education publicity with the Community Relations Office.
9. Coordinate staff development for Continuing Education instructors with the appropriate college staff.
10. Assist Community School Coordinators with program and concept development to include needs assessment, program offerings, and class schedules.
11. Supervise Continuing Education registration process.
12. Perform other duties as determined necessary by the Director of Community Education.

ILLUSTRATION 10

Job Description

Job title: Community Schools Director
Duties: This is a position that will be directly accountable to the MUHS Board of Education and to the Superintendent. The Community Schools Director shall be responsible for the overall development, organization, operation, coordination, and evaluation of the defined community school program geared toward the interests and needs of the children, youth, and adults living within the service area. The director shall have primary responsibility for selecting, training, supervision, and evaluation of all paid and nonpaid staff members working within the Community School Program. To accomplish these broad duties the incumbent will perform the following functions:

1. Establish and facilitate the activities of the Community School Council.
2. Represent the district in all matters related to the overall conduct of the Community School Program.
3. Maintain a calendar of Community School events and publicize these in every feasible way.
4. Keep the Board informed of all major events.
5. Serve as the communication link between the school district and those other public and private organizations which provide educational, recreational, and social services for the residents of those areas served by designated Community Schools.
6. Facilitate understanding and improved working relationships between Principals, custodial staff, teachers, and classified employees of the district.
7. Enforce the rules and regualtions of all school districts during the conduction of the Community School Program.
8. Seek and/or develop additional funding source to supplement an expanded program of Community Education and Service.
9. Develop and operate a balanced, year-around program which includes a reasonable mixture of activities and involvement for children, youth, and adults.
10. Establish rapport with community leaders in the designated attendance area.
11. Become familiar with the social and economic structure of the neighborhood and apply this knowledge to program development.
12. Assist the instructional staff in the development and operations of programs which have the capability to enrich the regular curriculum.
13. Conduct, with the concurrance of the Community Council, periodic assessments of community needs and interests.

14. Assist in program evaluations for the purpose of upgrading existing programs and implementing new ideas.
15. Be present on the premises when community school activities are in progress unless some other authorized person has been delegated the responsibility.
16. Perform other related duties and responsibilities as requested by the Board or the General Manager.

Minimum Qualifications:

1. Education. Bachelor's degree with some training in the field of Community Education.
2. Experience. Successful experience in community development with related experiences in the educational process. A valid teaching or administrator's credential is desired but not necessary.

Employment Conditions:

1. Employment Year. July 1 through June 30 (52 weeks)
2. Vacation. Two weeks, paid, plus accumulated compensatory time.
3. Work Day. Since the Director will frequently be called upon for night and weekend assignments, the individual will work on a variable schedule as approved by the General Manager.

Salary: The salary for this position should be based on educational background and years of experience. The salary range is based on a minimum of $10,800 and a maximum of $16,500. A yearly adjustment is determined by negotiations between the Director and the Board.

5. Staffing Models

Of primary importance to any successful community school program is the staff's role in developing and coordinating the activities. The size of the community school staffs in Clackamas County range from a single coordinator to one district which has a staff of ten. As the involvement in community education grows within the community schools, the need for additional staff increases.

One example of a larger school district's staffing proposal is included on the following pages. This staffing proposal was recently approved by the local school district and will provide needed staff in all the schools of the district. It included examples of job descriptions for the Community School Coordinator I and Community School Coordinator II positions. It is the intent of this staffing plan to provide community school services on an area-wide basis with coordinators placed in each of the junior high schools and elementary schools within the district. (See Illustration 11.)

One smaller community school, Molalla, has organized the various roles of the community school staff into program segments as shown in Illustration 12. This school has a staff of four including the director, assistant director, secretary and community development coordinator (a CETA funded position from the college).

ILLUSTRATION 11

Staffing Proposal--Oregon City School District #62 Community Education
Submitted by Robert Purscelley

Table of Contents

Summary
Plan for Staffing
Projected Organizational Chart
Projected Benefits
Job Descriptions
Salaries
Recommendations
Wrap-up

Summary

This is a brief overview of the staffing proposal for the Community Education Program.

1) TO PROVIDE COMMUNITY SCHOOL SERVICES ON AN AREA-WIDE BASIS.

Community Education Services will be organized and coordinated on a regional basis utilizing the Junior Highs as centers.

2) TO CREATE A POSITION OF COMMUNITY SCHOOL COORDINATOR II.

This position will be stationed in a local Junior High School and will entail responsibilities for one of three regions.

3) TO CREATE A POSITION OF COMMUNITY SCHOOL COORDINATOR I.

These positions will be stationed at Elementary Schools.

Plan for Staffing

THE MODEL - In order to develop equal distribution of the Community Education Services to the Oregon City residents, each Junior High should be staffed. The staff position would be identified as Community School Coordinator II. Responsibilities to include the operation of the Community School and to work cooperatively with the Community School staff stationed in Elementary Schools within the area.

STAFFING PLAN FOR COMMUNITY SCHOOLS entails the following:

1) Creation of two new Community School positions.
   a. Community School Coordinator I (CSC-I) - This position would apply to Community School personnel with experience in Community Education, Recreation, or a related field but carries no academic requirements.
      Personnel in the CSC-I position will be assigned to positions not to exceed six hours per day or a 190 day contract.
   b. Community School Coordinator II (CSC-II) - This position will apply to trained and experienced Community School

personnel. This position requires a minimum of a Bachelor's Degree plus experience in Community Education, Recreation, or a related field.

Personnel in the CSC-II position will be stationed in Junior High Schools and assigned to fulltime positions on a 240 day contract.

The CSC-II position would be stationed in the following schools:

Gardiner Junior High School
Moss Junior High School
Ogden Junior High School

Each CSC-II position will be responsible for managing the Community School Program in the Junior High School where assigned, as well as being responsible for all programming for designated Elementary Schools. The following diagram shows how this would be accomplished:

Programming Centers	Elementary Community Schools
Gardiner	South End, Mt. Pleasant, King, Barclay
Moss	Beavercreek, Logan, Gaffney Lane, Eastham
Ogden	Candy Lane, Jennings Lodge, Holcomb, Park Place

Projected Benefits

This new staffing plan will allow for more management expertise in the District's Community School Program as well as provide more program continuity.

Turn over in Community School staff will be a continual problem if salaries are lower than a professional salary. The professional salary of the Junior High School CSC-II will eliminate the continual turnover. Turnover of the CSC-II will not be as critical since the CSC-II will ensure continued continuity of the area program.

The responsibilities of the CSC-II will ensure the need for a professionally trained individual. The benefits will come in the area of development of a strong, professional Community Education Program.

Another benefit would be the controlled pattern of growth; as the program develops, elementary schools can be utilized with parttime aides.

This kind of development would make the Oregon City Community Education Program one of the strongest in the country.

Job Descriptions

JOB TITLE: Community Education District Coordinator
DUTIES: The Community Education District Coordinator shall be responsible for the overall development, organization, operation, coordination, and evaluation of broadly defined Community School programs geared toward the interests and needs of the entire Oregon City School District population.

In addition, the District Coordinator shall retain the primary responsibility for recruiting, selection, training, supervision, and evaluation of all paid and non-paid staff members working within the Community School program. To accomplish these duties, the Coordinator will perform the following functions:

1) Establish a district wide Community School Advisory Council.
2) Serve as a liaison between the Community School Coordinators, Programmers and district administrative staff.
3) Represent the district in all matters related to the overall conduct of the Community School Program.
4) Maintain complete and accurate records on personnel, attendance, income, payroll, supplies, and other aspects of the overall program.
5) Assist the Community School Coordinators and Programmers in the development of appropriate Community School programs and involvement of relevant community agency resources.
6) Coordinate the involvements of all organizations and agencies which sponsor and/or conduct activities within the framework of the Community School Program.
7) Assist the Community School Coordinators in preparing annual budget requests for the program.
8) Arrange for periodic in-service training opportunities for the Community School Coordinators.
9) Monitor Community School Program operations and conduct systematic evaluations of all programs and personnel involved while keeping the Oregon City Schools administration informed as to its status and needs.
10) Interpret the aims and objectives of the Community School Program.
11) Assist in the enforcement of the rules and regulations of the school district during the conduct of the Community School Program.
12) Perform other related duties and responsibilities as requested by the Administrative Supervisor.

JOB TITLE: Community School Coordinator II

DUTIES: Serve under the direction of the building principal and Community Education District Coordinator in organizing and conducting the Community School Program. Serve under the direction of the District Community Education Coordinator in programming appropriate service events within the designated schools. Work cooperatively with the district's Community Schools Coordinator in providing training and assistance to Community School staff.

1) Coordinate all activities related to the area-wide Community School Program with the District Community Schools Coordinator.
2) Coordinate all activities related to local Community School Program with other Community School staff and the building principal.
3) Establish rapport with lay leaders in the designated attendance area.
4) Maintain an area representative Advisory Council.
5) Maintain complete and accurate records as to attendance, staff, and scheduling of the local and area-wide Community School Program.
6) Be responsible for organizing and conducting services in designated secondary programming sites.
7) Provide resources, training, and assistance to other designated half-time Community School staff.
8) Assist in program evaluation for the purpose of program involvement.
9) Assist District's Community Education Coordinator in designing and carrying out in-service and staff development training.
10) Work cooperatively with teaching staff assisting in the integration of community resources into the regular school curriculum.
11) Perform such other duties and responsibilities in support of Community Schools as assigned by the building principals.

Desirable Qualifications:

KNOWLEDGE OF: The principles and practices of organization and administration of recreational and educational programs, activities, and facilities; school and community resources related to the program; principles of group behavior; and principles and methods of community organizations.

ABILITY TO: Plan, supervise, and evaluate Community School activities, and to recommend and implement changes in methods and techniques; analyze problems, then evaluate alternative courses of action and to exercise judgment in making decisions; establish and maintain effective relationships with others; speak and write effectively.

EXPERIENCE: A minimum of one year successful experience in Community Education, recreation, social service of a related field. Prefer college level work in the field of Community Education.

EDUCATION: Graduation from college or university with major course of study in the field of Community Education, Education, Recreation, Social Work, or a related field.

JOB TITLE: Community School Coordinator I

GENERAL DUTIES: Serve under the direction of the building principal in organizing and conducting the Community School programs at the building level.

1) Coordinate all activities related to the building's Community School Program with the building principal.
2) Work with the regional Community School Coordinator II in programming activities related to the building's Community School Program.
3) Establish rapport with lay leaders in the designated attendance area.
4) Conduct, with the concurrance of the Advisory Committee, periodic assessments of community needs and interests.
5) Maintain complete and accurate records as to attendance, supplies, staffing, and scheduling of the Community Schools programs.
6) Perform such other related duties and responsibilities in support of Community School as assigned by the building principal.

Organizational Relationships:

1) Directly responsible to the building principal.
2) Works cooperatively with members of the staff and Advisory Council.
3) Works cooperatively with the Regional Community School Coordinator.
4) Works cooperatively with the District Community School Coordinator.

Desirable Qualifications:

KNOWLEDGE OF: The principles and practices of organization and administration of recreational and avocational programs, activities, and facilities; school and community resources related to programs; principles of group behavior; and principles and methods of community organization.

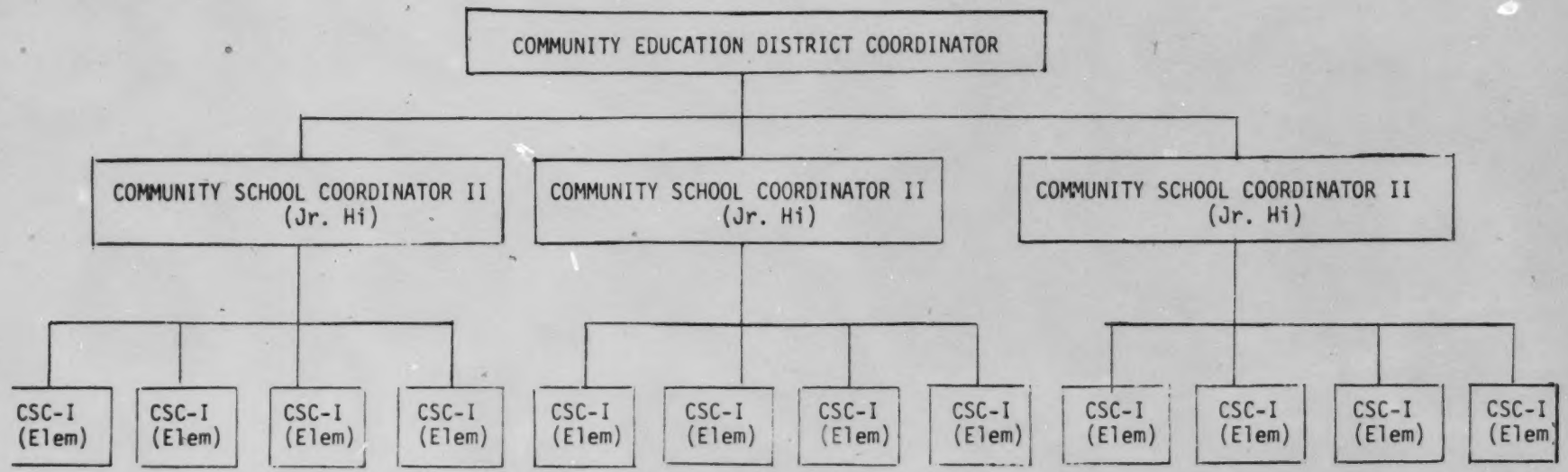
ABILITY TO: Plan, supervise, and evaluate Community School activities and to recommend and implement changes in methods and techniques; analyze problems, evaluate alternative courses of action and to exercise judgment in making decisions; establish and maintain effective relationships with others; speak and write effectively.

EXPERIENCE IN: The field of recreation, education, community programs, or related fields.

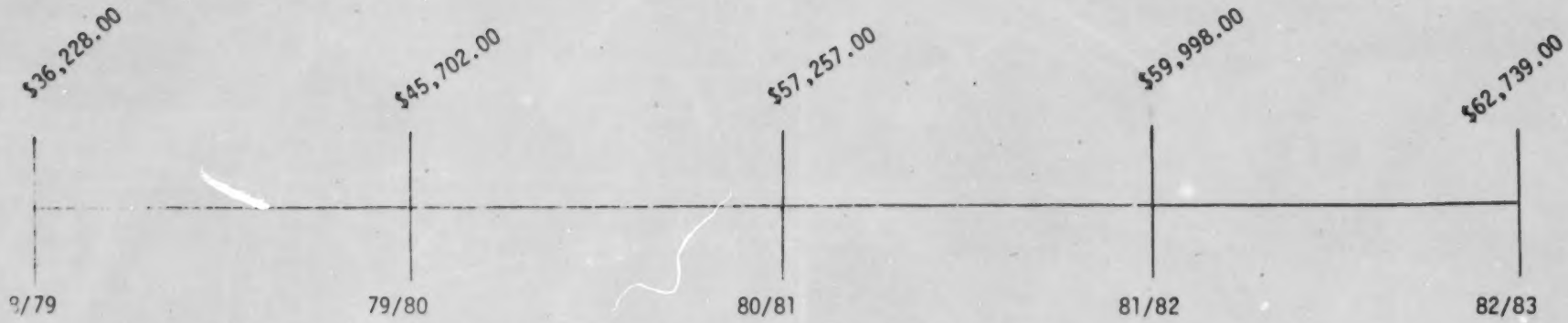
OREGON CITY SCHOOL DISTRICT #62

COMMUNITY EDUCATION

(PROJECTED ORGANIZATIONAL CHART)



BUDGET IMPACT OPTION "C"



78/79 - 2 COMMUNITY SCHOOL COORDINATOR II

79/80 - 1 COMMUNITY SCHOOL COORDINATOR II

80/81 - 1 COMMUNITY SCHOOL COORDINATOR I

81/82 - 1 COMMUNITY SCHOOL COORDINATOR I

82/83 - 1 COMMUNITY SCHOOL COORDINATOR I

DEFINITIONS:

COMMUNITY SCHOOL COORDINATOR II: Located at a Jr. High School.

COMMUNITY SCHOOL COORDINATOR I: One-half time at a Elementary School.

Proposed Budget--Community Education, 1978/79

ESTIMATED INCOME	
Clackamas Community College	$10,975.00
Fees Collected (estimated)	$14,000.00
Movies	$ 250.00
C.E.T.A.	$10,000.00
Oregon City--City Parks & Recreation	$ 500.00
	$35,725.00
ESTIMATED EXPENDITURES	
Certified Employee Salaries	
Career Education Director (2% of salary)	$ 350.00
Classified Employees Salaries	
District Coordinator	$15,800.00
Community School Secretary	$ 6,600.00
Community School Aide	$ 4,620.00
* Community School Coordinator II	$11,000.00
** Community School Coordinator II (C.E.T.A.)	$11,000.00
Retirement	
F.I.C.A.	
Employee Insurance	
Employee Benefits	
***Professional Services (estimated)	$11,000.00
Travel	
District Coordinator ($75 x 11)	$ 825.00
Community School Coordinator II ($45 x 11)	$ 495.00
Community School Coordinator II ($45 x 11)	$ 495.00
Supplies	$ 1,500.00
Additional Equipment	$ 1,000.00
Training and Conferences	$ 1,000.00
Printing	$ 2,500.00
Movies	$ 250.00
Building Utilities	$ 500.00
Evening Supervision (3 schools @ $756/9mo.)	$ 2,268.00
TOTAL	$71,203.00
TOTAL SCHOOL DISTRICT CONTRIBUTION	$35,478.00

* Anticipated additional staff thrcugh program growth on School District money.

** Anticipated additional staff through program growth on C.E.T.A. funding. Not to exceed $10,000.00 plus fringe benefits from C.E.T.A.

*** Professional Services-- class instructors are paid on an hourly rate per quarter, four quarters a year. With the addition of personnel, I am estimating collecting $14,000.00 in Fees to be offset with $11,000.00 in professional services for instructors Approximately $1,200.00 per quarter is expended on class instructors currently. Hourly rate ranges from volunteers to $8.00 per hour. Total classes per quarter varies as well as pay rate.

Wrap-up

The most critical aspects of this staffing proposal are the Community School Coordinator II positions. It is imperative that those positions are professionally trained. The nature of their responsibilities will require that they can organize and administer Community Education Services.

The North Clackamas School Board recently adopted a similar model. The basic difference is that North Clackamas must reorganize an already established program. Oregon City has the opportunity to build a program in a planned, organized, and effective manner.

ILLUSTRATION 12

Staff Roles

This is an attempt to clarify the roles of the Molalla Community Schools staff for the Director, Assistant Director, Secretary, and Development Coordinator.

PROGRAM SEGMENTS	DIRECTOR	ASSISTANT	SEC.	DEVELOPMENT
1. Adm responsibility of program	TOTAL	--	--	--
2. Council Development	TOTAL	--	--	--
3. Budget Development	TOTAL	--	--	--
4. Bills and Payroll	TOTAL	--	--	--
5. Major correspondence	TOTAL	--	--	--
6. Teacher Contracts	SHARED	SHARED	SHARED	--
7. Special Programs & Activities	SHARED	SHARED	--	SHARED
8. Program/Instructor evaluation	SHARED	SHARED	--	--
9. Organizational meetings	SHARED	SHARED	--	SHARED
10. Community speaking	SHARED	SHARED	--	SHARED
11. Program Representative				
a. Clackamas County Training Agency	TOTAL	--	--	--
b. School Board (M.U.H.S. and M.G.S.)	TOTAL	--	--	--
c. City Council	TOTAL	--	--	--
d. Clackamas Community College	SHARED	--	--	SHARED
e. Management Council	TOTAL	--	--	--
12. Educational and leisure time class and activities	TOTAL	--	--	--
13. Summer Program Development	TOTAL	--	--	--
14. Adult Recreational Activities and classes	--	TOTAL	--	--
15. Big Brothers/Big Sisters	--	--	--	TOTAL

PROGRAM SEGMENTS	DIRECTOR	ASSISTANT	SEC.	DEVELOPMENT
16. Term Reports	SHARED	SHARED	SHARED	SHARED
17. Brochure printing and mailing	SHARED	SHARED	SHARED	SHARED
18. Teacher Conflicts	TOTAL	--	--	--
19. Needs assessment	SHARED	--	--	SHARED
20. Registration policies and procedures	--	SHARED	SHARED	SHARED
21. Afternoon, night, and week-end supervision	--	TOTAL	--	--
22. Youth Sports Activities	--	TOTAL	--	--
23. Office Management	--	--	TOTAL	--
a. sorts and files	--	--	TOTAL	--
b. Types reports, letters, stencils, etc.	--	--	TOTAL	--
c. Operates simple office machines.	--	--	TOTAL	--
24. Summer Program and Supervision	SHARED	SHARED	--	SHARED
25. Field Maintenance (summer)	SHARED	SHARED	--	--
26. Contact person with agencies/ organizations serving the community	SHARED	--	--	SHARED
27. Senior Programs	--	--	--	TOTAL
28. Outreach services to individuals	--	--	--	TOTAL
29. Community Resource File	--	--	--	TOTAL
30. After-school student enrichment program	TOTAL	--	--	--
31. Handicapped Opportunities	--	SHARED	--	SHARED
32. Volunteer Aid Program	SHARED	--	--	SHARED

6. Advisory Councils

Advisory councils have played an important role in the development and continued growth of the community school programs in Clackamas County. As indicated in the history section, every school has some type of advisory body made up of interested citizens who are involved in the growth of community education in their community.

An example of advisory council by-laws is illustrated and shows how the advisory council is organized in Estacada. (See Illustration 13.) The Estacada Community School Advisory Council has defined their responsibilities even further by writing the proposes of their council. (See Illustration 14.)

ILLUSTRATION 13

Estacada Advisory Council Organization

A. Membership

Council membership for those who live in Estacada Union High School District #6 remains open so that any interested individual may become a member.

Membership should be restricted to a maximum of 20 active members and a minimum of 10 active Council members.

Council membership should reflect age groups, geographic areas, school staff, school administration, key agencies and community groups, and dissident groups with regard to their point of view on school and civic matters.

B. Duty Holders

1) Advisory Council Chairman
   a. Publicly represents Council
   b. Moderates council meeting
   c. Responsible for forming agenda, calling special meetings, and reporting monthly to UH-6 District School Board
2) Advisory Council Secretary
   a. Record minutes during meetings
   b. Responsible for Council correspondence

C. Advisory Council Committees

To establish greater council involvement and efficiency, the council members will serve on specific committees. The number and types of committees will depend on continual re-evaluation of the Community School's goals, objectives, and commitments.

Present committees are:

1) Executive Committee Priorities--Advisory Council Chairman
   a. Open to all Council members
   b. To meet on call and to recommend full committee action on community school programs and problems
   c. To make up community school meeting agendas
   d. To be the governing body of the community school committee responsible for reports made to the Estacada Union High School Board
   e. To develop and implement any instrument of evaluation
   f. To develop and monitor community school policy
   g. To keep abreast of community school activities in all areas
   h. To ensure registration volunteers from committee members
2) Drama Committee
   a. To meet with the drama group and recommend programs to the full committee
   b. To develop rules for building use and clean-up

c. To be responsible to the executive committee for reports on decisions and recommendations made for action by the full committee
d. To give aid and support for materials needed for productions
e. To be responsible for and help with publicity for public performances

3) Senior Citizens
a. To be aware of senior activities
b. To be responsible to the executive committee for recommended activities with this group
c. To help with Senior Citizens recruitment for the program

4) Recruitment Committee
a. To be all members of the community school committee
b. To maintain existing and enlist new committee members

5) Grievance Committee
a. To be the entire committee responsible for any grievance resulting from building usage, program scheduling, student actions, and committee actions
b. To promote community public relations with the community school
c. To ensure that no one instructor, employee, or volunteer has to stand alone

6) High School Completion Committee
a. To work with the director to ensure adequate counseling and proper credit courses
b. To be responsible for the graduation ceremonies at the end of each school year
c. To help recruit students for this program
d. To help recruit certified teachers in the needed areas
e. To assist in promotion of program and identifying individuals desiring high school completion

7) Enrichment Course Committee
a. To be aware of and report new enrichment course ideas
b. To help develop and recruit new volunteer instructors
c. To assess the community needs and wants

8) Recreation Committee
a. To recruit supervisory personnel to help organize and conduct
b. To help publicize recreational activities
c. To assist in identifying volunteer drivers for mini-bus

D. Honorary Council Members

1) Selection of Honorary Council Members is dependent upon the individual's association with Estacada Community School.
a. Typical members would be building principals, custodians, school board members, etc.

2) Members are requested to supply continued input in regard to problems, evaluation, and suggestions for improving program operation.

3) Members are encouraged to attend monthly Advisory Council meetings whenever possible.

E. Advisory Council Meetings

1) Council meetings will be held on the third Monday of each month.
   a. Meetings to be held in the public's view; the high school cafeteria is the recommended location
   b. Meeting time is 7:30pm.
   c. Meetings are open to the public and members are encouraged to bring guests
2) Executive Commettee meetings may be called by the Advisory Council Chairman or Community School Director, setting agenda, date, time, and place.
3) Advisory Council retreats will be occasionally held on weekends.
   a. Purposes of retreats are: socialization, relaxation, develop an understanding of one another, and to tackle time consuming tasks.

ILLUSTRATION 14

Purposes: Estacada Community School Advisory Councils

1) Assess the felt needs of the school and the community through fact-finding studies, discussions, and surveys. To help evaluate and determine the most pressing needs and help set priorities for action.
2) Encourage informed citizen participation and involvement so that they know their opinion is recognized. To educate for civic leadership.
3) Serve as a communications channel between the people or the community and the school staff.
4) Coordinate community activities and services. Establishment of a community calendar contributes strongly to this and where educational religious, residential, and economic interests are especially concerned.
5) Unite citizens and organizations in the community into a democratic force which can carry influence with civic authorities when certain needs arise which might require legal action. However, the council cannot serve special interest groups.
6) Provide leadership for community and school campaigns to achieve action on immediate needs such as safety, health, recreation, etc.
7) Advise the school principal and community school director on certain matters related to the school and community, such as:
   a. Scheduling the use of school and public facilities
   b. Development of grounds for maximum use
   c. Money raising projects and proposals
   d. Money spending projects
   e. Community development projects
   f. Social problems within the community
   g. Adult education classes and enrichment activities

8) Provide leadership to assist the school in some of its special projects and activities, such as carnivals, fairs, open houses, family fun nights, etc.
9) Stimulate public awareness of community and school problems through town hall style meetings, radio and press publicity, word of mouth, home discussion groups.
10) Provide a common service to all organizations represented in its membership. This can be achieved through planned sessions where purposes are designed and shared between organizations.
11) Serve as an action body when necessary. After studying a situation and agreeing upon a logical course of action, the council takes steps to carry out its plans. This is especially important when a a project is too big for an individual or a small group to handle.
12) Rally support for school and community issues by serving as a clarifying body.
13) Serve as a source of information and an educative force for the school community by developing public understanding of pertinent issues.
14) Serve as a sounding board or source of information and advice for the school staff.
15) Identify and enlist the help of potential community leaders in school and community ventures.
16) Provide a place where different viewpoints can be expressed openly and dissident groups brought to hear each other's view.
17) Serve as a neutral coordinating influence within the larger community where small groups are often at odds with each other.
18) Serve first, last, and always as a medium through which citizens in the community become informed and forces united to work for the common good.

7. Interest Surveys and Evaluation Procedures

To determine the needs and wants of a community, one of the first steps in starting a community school program is to conduct some type of interest survey. In some cases, this can be done by personal contact and interviews with a variety of people. However, a more comprehensive overview of the community interests can be determined by the use of a written instrument distributed to as many people as possible in the district.

An example of an interest survey from Canby shows how this community school determined the wants and needs of its community. (See Illustration 15.)

After conducting classes in a community school program, it is important to have the participants evaluate the class and instructor to determine its success and effectiveness. An example of an evaluation form is shown in Illustration 16.

ILLUSTRATION 15

Community Education is...
...Better use of our schools.
...Programs and activities for kids and adults.
...Identifying and solving community concerns and interests.
...Enriching the regular school program.
...Coordination of the many services in our community.

This survey was written by the CUHS Community Education Advisory Council. The purpose is to determine: 1) your interests and desires for specific programs; 2) community problems, concerns, and interests; and 3) individuals who have skills or talents to share with others.

Name _____

Address _____

Phone Number _____

Grade School District _____

Number of Family Members (Optional)

Ages

_____ 1-5 _____ 6-12

_____ 13-17 _____ 18-25

_____ 26-35 _____ 36-45

_____ 46-61 _____ 62-up

1. Have you or your family participated in Canby Community Education activities? _____ Yes _____ No. If Yes, how many? _____

2. Have you or your family participated in Community Ed activities in other areas? _____ Yes _____ No.

3. What programs, activities, or classes would you like offered through the Community Education Program? _____

_____

_____

_____

4. Would you participate in activities in Canby? _____ Yes _____ No.

   If No, would you participate in activities in your local elementary school? _____ Yes _____ No.

5. What do you see as being the particular needs, problems, or interests in your community? _____

   _____

   _____

6. Do you have any suggestions for improving the Community Education program? _____

   _____

   _____

7. The Advisory Council oversees and directs the Community Education program. Would you like to participate on this council? _____ Yes _____ No.

8. What are your skills, talents, or hobbies? _____

   _____

   _____

9. Did you receive the spring schedule of Community Education activities?

   _____ Yes _____ No.

Thank you for your help.

CANBY COMMUNITY SCHOOLS

Sponsored by:

Canby Union High School
Clackamas Community College

ILLUSTRATION 16

Molalla Community Schools Evaluation Report

TERM (Circle one): FALL,1977 WINTER,1978 SPRING,1978 SUMMER,1978

CLASS ENROLLED IN_____

Comments are a necessary part of this evaluation. Instructors are given a composite of all comments and suggestions from their class. These will be beneficial in any future teaching experience.

YOUR EVALUATION OF INSTRUCTOR: POOR FAIR GOOD EXCELLENT

COMMENTS:_____

_____

_____

YOUR EVALUATION OF COURSE: POOR FAIR GOOD EXCELLENT

COMMENTS:_____

_____

_____

WHAT DO YOU THINK SHOULD BE ADDED OR DELETED FROM THE COURSE?

_____

_____

Signature (not required)_____

What future classes or activities would you like to see offered by the MOLALLA COMMUNITY SCHOOL PROGRAM? Please include your name and phone number if you make a suggestion. We may have questions concerning the class or activity you have in mind._____

_____

_____

Would you be interested in teaching a class?

NAME_____

ADDRESS_____

_____

PHONE_____

CLASS_____

Do you know someone that might be interested in teaching a class?

NAME_____

ADDRESS_____

_____

PHONE_____

CLASS_____

8. Funding

In Oregon, as well as in many other states, the community colleges receive state reimbursement on a formula basis (Full-Time Equivalent) for adult credit and reimbursable non-credit courses. There are state guidelines which have to be met for courses to qualify for reimbursement. This reimbursement represents a significantly increasing source of income for the community colleges.

When Clackamas Community College entered into cooperative agreements with the community schools in its district, the reimbursable adult FTE began to increase. The college claims eligible adult courses for reimbursement whether they are offered by the college or by the community school in a particular district. This obviously has been an advantage to the college as evidenced by the increase in college enrollment of over 300 percent in areas where the community schools and the college are cooperating.

More significant, perhaps, is the long-range fact that often when adults have taken a class, either in the community school program or in the community education program of the college, and have experienced success, they feel confident to enroll in occupational and/or college transfer classes. There have been an increasing number of students who have completed their AA degree and are going on to a four-year college because they initially took classes through the community education program.

It is important to note that the college has not used FTE as a basis for funding the community school program. Instead, a funding formula has been devised which is based on a per capita amount according to school district population and a percentage of locally budgeted dollars for community education/school purposes. To be eligible for funding from the college, a school district must hire a minimum of one full-time staff person designated to work in the development of community schools/education, and each school district must have a written agreement with the college that is mutually acceptable. A copy of the funding formula and explanation are shown in Illustration 17. It will go into effect during the 1978-79 budget year at the college and will take three years to full implement. A close examination of the funding formula indicates that in most cases, the school districts will receive more money than is presently being allocated.

While Clackamas Community College has become a firm partner in the funding sponsorship of community schools in its district, it is the school districts that presently provide the major share of the funding at the local level. The college, in addition to the direct financial support to the local community school programs, provides two other major funding commitments: 1) a community education budget that provides money for administrative and support staff, and services necessary to assist local school districts in their community

school endeavors, and 2) an evening college budget to provide programs and services to people of the county by the community college. These budget items represent approximately five times the amount given by the college in direct support to the community schools.

Thus, the community college is an equal partner in the total financial commitment to community education in Clackamas County. As the college president explained, "You can't develop and implement a program without devoting time, energy and resources to it."

Some districts are enjoying a three-way partnership among the college, the school district and the city. Illustrations 18 and 19 show the breakdown and growth of financial support for community education in the school districts of West Linn and Gladstone.

ILLUSTRATION 17-a

Clackamas Community College Community Education--MEMO

TO: Larry Stark, Laird Prouty, Harry Lee Kwai, Kit Youngren, John Falkenstein, Red Mark, Lowell McGraw, Bob Purscelley, Kristy Kofsky

FROM: Bob Ellis, Director, Community Education
Clackamas Community College

SUBJECT: Clackamas Community College Funding Formula for Community Schools/Education

DATE: October 20, 1977

In past meetings discussing equity in college funding of Community School/Education programs, we recommended a funding formula based on

1) 45 cents per capita of school district population.

2) 5 percent of locally budgeted dollars designated for Community School/Education purposes (only city and school district tax dollars will be considered).

To be eligible for the funding formula the district shall

1) hire a minimum of one full-time staff person designated to work in the development of community schools/education.

2) each school district shall have a written agreement with the college that is mutually acceptable.

The formula has been reviewed and approved by each school district superintendent and the president of the college. It is the intention of Clackamas Community College to budget over a three year period to fully implement the formula. The 1978-79 college budget will reflect the first increase. At the end of the three year period, when the formula is in full effect, the college will then budget each year to stay in compliance with the approved funding formula. The formula may be upgraded by

1) increasing the number of cents per capita of school district population, or by

2) increasing the percentage of locally budgeted dollars.

For final confirmation of the formula, signatures of the school district superintendents, Community College president, and mayors of cities (where applicable) are necessary. Those signatures should appear on the written agreement of the funding agents. The funding formula will be included as part of the agreement.

CLACKAMAS COMMUNITY COLLEGE/COMMUNITY SCHOOL DATA FOR FUNDING FORMULA

School District	1977-78 CCC $ Amount	School District Population	Community $ Commitment	5% of Community $ Commitment	45¢ X School District Population	Total CCC Contribution Based on Funding Formula	Difference Between 1977-78 CCC Contribution and Funding Formula Amount
CANBY	$ 4,000.00	12,397	$13,810.65	$ 690.00	$ 5,578.00	$ 6,268.00	$ 2,268.00
COLTON	$ 3,000.00	3,314	$13,500.00	$ 677.00	$ 1,410.00	$ 2,087.00	-
ESTACADA	$ 5,000.00	9,125	$34,331.00	$ 1,716.55	$ 4,106.00	$ 5,822.00	$ 822.00
GLADSTONE	$ 5,000.00	9,560	$64,257.00	$ 3,213.00	$ 4,302.00	$ 7,515.00	$ 2,515.00
MOLALLA	$ 5,000.00	11,782	$43,175.00	$ 2,158.00	$ 5,301.00	$ 7,459.00	$ 2,459.00
NORTH CLACKAMAS	$38,000.00	66,868	$34,090.00	$ 1,704.50	$30,091.00	$31,795.00	-
OREGON CITY	$ 9,600.00	27,596	$26,164.00	$ 1,308.00	$12,418.00	$13,726.00	$ 4,126.00
*REDLAND	$ 500.00	2,577	$ 2,377.00	$ 118.85	$ 1,159.65	$ 500.00	-
WEST LINN	$ 4,000.00	17,106	$30,732.00	$ 1,536.00	$ 7,696.00	$ 9,233.00	$ 5,233.00
TOTALS	$74,100.00	160,325	$262,436.65	$13,121.90	$72,061.65	$84,405.00	$17,423.00

School District population determined by census tract overlays on school district maps
Community $ (Dollar) commitment determined by locally budgeted dollars for Community Education
*District does not qualify for the funding forumla for the lack of a full time staff person

ILLUSTRATION 17-b

ILLUSTRATION 18

FINANCIAL SUPPORT FOR COMMUNITY EDUCATION

WEST LINN SCHOOL DISTRICT 3J

YEAR	SCHOOL'S CONTRIBUTION	CITY	CLACKAMAS COMMUNITY COLLEGE *	CITY OF WILSONVILLE	C.E.T.A.	REGISTRATION FEES
1975-76	5,800	6,000	4,000	-0-	2,000	10,000
1976-77	11,000	8,000	4,000	-0-	12,000	13,000
1977-78	13,197	10,775	4,000	2,000	14,585	17,000

* plus 100% funding for Community Development Coordination, a Community Education staff position, above $4,000 - figure indicated.

ILLUSTRATION 19

FINANCIAL SUPPORT FOR COMMUNITY EDUCATION

GLADSTONE SCHOOL DISTRICT

YEAR	SCHOOL'S CONTRIBUTION	CLACKAMAS CONTRIBUTION	CITY CONTRIBUTION	OTHER AGENCY CONTRIBUTION	OTHER
1971-72					
1972-73		3,000	5,200		
1973-74	15,000	3,000	6,800		
1974-75	16,200	4,000	8,200		
1975-76	22,300	4,000	8,200		
1976-77	27,400	5,000	13,800		
1977-78	35,200	5,000	24,200		

9. Salaries and Fee Policies

Class fees and instructor salaries vary a great deal among the community schools in Clackamas County. While some programs rely on many volunteer instructors, most of them provide some type of reimbursement for instructors. An example from Molalla illustrates the various steps which have been extablished for teachers' salaries which are paid by the community school. (See Illustration 20.)

Non-credit class instructors who are paid through the community college receive $8.00 an hour. All Clackamas Community College non-credit courses are based on fees or tuition of 60 cents per instruction hour. For instance, a 10 hour course with a community college paid instructor would have a fee of $6.00. A further explanation of registration fees is given in Illustration 21, an example from West Linn.

College credit class instructors are paid by the college based on the college's instructor salary schedule. Fees are based on the college tuition schedule with special provisions for audit students and Golden Age Card holders.

ILLUSTRATION 20

Class Instructor & Fee Schedule: Instructor's Scale

Step 1: Volunteer instructor--any person who volunteers his/her time and talents to teach a class. No financial reimbursement at all.

Step 2: Volunteer instructor who is reimbursed only for any of the following--mileage (over three (3) miles), babysitting expenses, tuition for a class that will be taught in the future, and minor class material expenses.

(Any person who falls into Steps 1 or 2 will be able to participate in any community school class or activity during the term in which he/she is involved and the term following)

Step 3: Instructor, $2.50 per hour--this step is designed for the person who feels that he/she cannot afford to volunteer, but has no past teaching experience.

Step 4: Instructor, $4.00 per hour--this step could be used as a wage increase from Step 3, and as a starting point for any instructor with some past teaching experience.

Step 5: Instructor, $5.00 per hour--this step is for those certified individuals who teach "Enrichment Classes" for Grade School through High School students.

It is important to keep in mind that these steps are basic steps and there will be times when some flexibility will be needed.

Class Fee Schedule

1-8 hours of instruction, $4.00
9-12 hours of instruction, $5.00
13-16 hours of instruction, $6.00
17-24 hours of instruction, $7.00

ILLUSTRATION 21

Registration Fees:

1. Fee for credit class established by Clackamas Community College at $12.00 per credit hour. Audit fee is based on two-thirds of full fee per credit hour. Golden Age Card holders (62 years old and older) may take class at no fee.

2. Fee for noncredit class sponsored by Clackamas Community College is based on .60¢ per class hour rounded to nearest dollar. Class must have minimum of 15 participants in West Linn and 10 participants in Stafford and Wilsonville. Allowances for lower minimum can be made if circumstances necessitate, i.e., small facility, special class/activity, or certain new classes to be determined by CE staff and CCC representative.

3. Fee for classes/activities planned and coordinated by CE staff is determined by agreement between CE staff and CE instructor.

4. No fee is assessed for those classes instructed by a volunteer where no honorarium is requested or for "one-time only" sessions.

5. A lab fee may be charged if consumable items will be necessary part of class, i.e., cooking classes.

10. Programs and Process

Programs are a major responsibility of the community schools wherever they exist. But in Clackamas County, programming means more than organizing classes for adults and children. The college and community schools are making a genuine attempt to move to more process in their community education endeavors. This is reflected in their goals and objectives, statistical reports and overall emphasis to put into effect the six basic components of community education.

The college and all community school directors in Clackamas County have endorsed a general description of the six basic components of community education. Illustration 22 shows these components and Illustration 23 describes how they are implemented in Clackamas County.

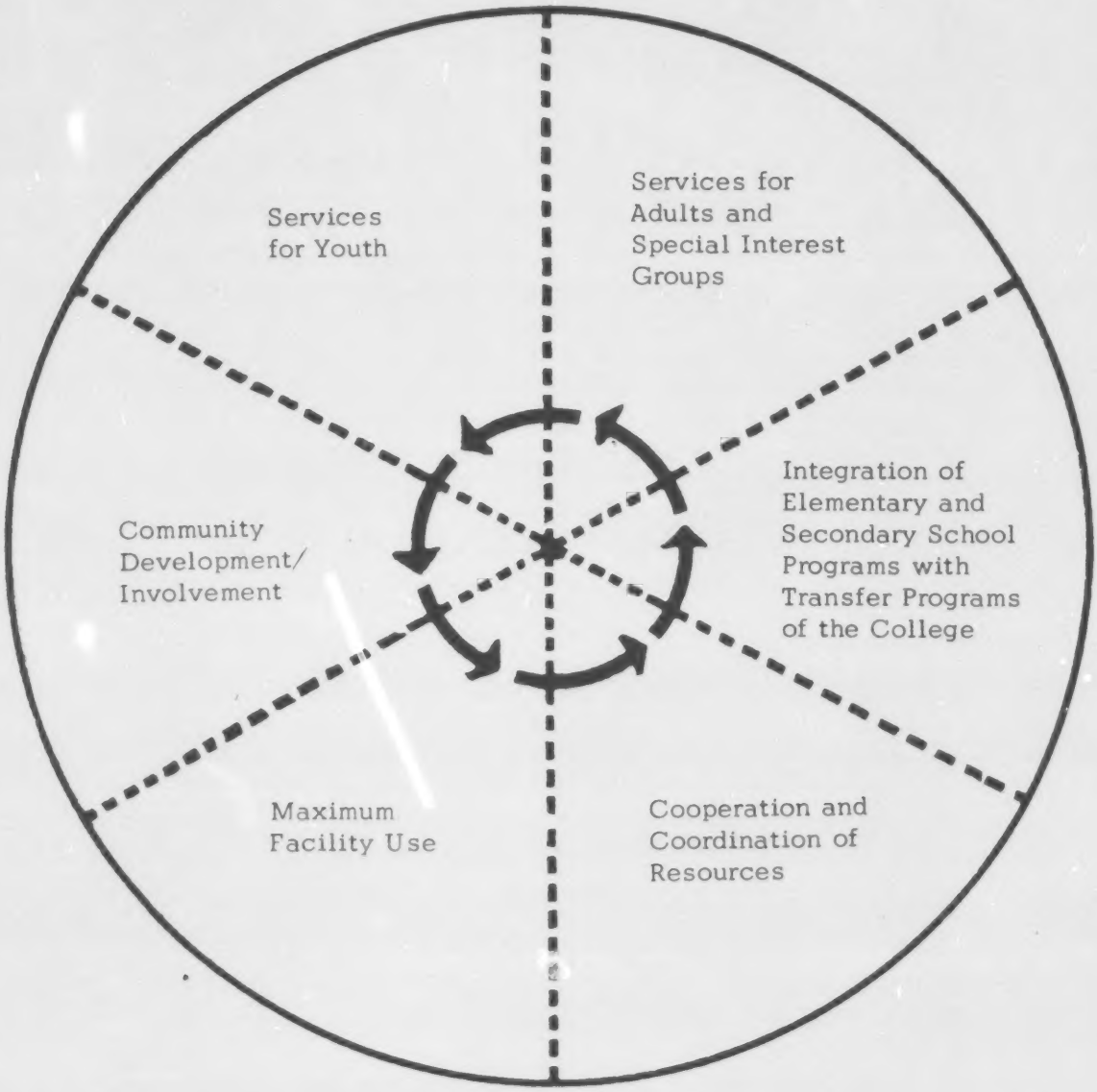
Molalla has developed a general programming procedure which details the steps which are taken from the time when need for a class is identified up through the final evaluation of the class. (See Illustration 24.)

The one component which has been the most difficult to accomplish in Clackamas County is community development. All of the director/coordinators in the community schools and the administration at the college recognize that community development is needed in the county. The college has assisted by placing community development coordinators in five of the community schools in the district.

ILLUSTRATION 22

Community Education--An Effect

Six Components of Community Education


Services for Youth
Services for Adults and Special Interest Groups
Integration of Elementary and Secondary School Programs with Transfer Programs of the College
Cooperation and Coordination of Resources
Maximum Facility Use
Community Development/ Involvement

A Total Community's Responsibility

ILLUSTRATION 23

Six Components of Community Education

I. Integration of Elementary and Secondary School Programs with Transfer Programs of the College

This program is the traditional program offered by all school districts. It is frequently referred to as the K-12 (kindergarten through 12th grade) or day school program. This is listed as an ingredient of Community Education for two reasons. First, it is a vital part of the educational program of any community and second, it is often left out when we describe Community Education, leaving the impression that Community Education is an add on to the regular program. The important point is that the regular program is a key part but not the only part of education, and it should be tied into the total community education program. It should also be mentioned that in Community Education, attention should be given to relevance, community involvement, and the use of the community to enhance classroom teaching.

II. Maximum Facility Use

It has long been a contention of community educators that school buildings are used only a fraction of the time that they could be used. Many communities build additional facilities such as recreation buildings, community centers, and boys clubs to be used while the school buildings stand idle. There is often an abundance of unused space in most communities in school buildings, fire halls, churches, city buildings, and recreation facilities and maximum use should be made of these facilities before new ones are constructed. School buildings, in particular, should become a focal point for community activities and services.

III. Services for Youth

This aspect of Community Education presumes that there is an ever increasing need for additional activities and education for youngsters. Despite the fantastic growth in the amount of recorded knowledge, students are receiving a decreasing amount of time exposed to the formal school day. Additional information, activities, and experiences can be provided by expanding offerings to students before school, after school, weekends, and summers. Enrichment, remedial, and supplemental educational activities can be offered as well as recreational, cultural, and avocational programs. This dimension of Community Education offers a fine option for year-around schools,

since it makes maximum use of educational facilities on a voluntary basis and truly is "year-around" education rather than a rotating vacation period which is typical of most year-around plans.

IV. Services for Adults and Special Interest Groups

This aspect of Community Education provides the same services to the adult population as offered to school age children and youth. Included would be such things as basic education, high school completion, recreational, avocational, cultural, and vocational education. The needs of the adults would be recognized as being as important as those of the school age student, and the student body would be perceived as being all of the people who reside in that community.

V. Cooperation and Coordination of Resources

In most communities it has been found that there is not a shortage of community services, but there is a woeful lack of coordination. As a result, a specific community agency's services are generally provided to fewer than 10 percent of those in the community who either need or qualify for such services. In addition to the lack of coordination, most community services are organized and delivered on a community wide basis rather than in the neighborhoods where people can avail themselves of such services. The school, by means of its school buildings and community school personnel, can help identify problems and resources and provide the coordination necessary to bring these two together. The key role of the schools is catalytic and the school would not provide programs or services that are either already provided or capable of being provided by other agencies. Only when existing agencies are unable to provide services would the community education coordinator assist in the development of new programs. The coordinator actually acts as a broker, relating problems to resources and making referrals to the appropriate sources. By making existing resources aware of the many problems, agencies will tend to coordinate their efforts in order to more effectively provide the services needed.

VI. Community Development/Involvement

This phase of Community Education has often been described as the effort to return "participatory democracy." The idea is to help persons who live in a particular neighborhood participate in the identity of local problems and to develop the process for attempting to solve such problems. In areas the size of an elementary school attendance area, the school assists in the development of a community council whose membership is based on community representation and two-way communications. Community Education personnel assist this council in its organization and development until the community councils are able to continue as viable organizations on their own.

ILLUSTRATION 24

General Programming Procedures

I. Identification of community needs
   a. Called in requests
   b. Community Council Feedback
   c. Class evaluations
   d. Class participants
   e. Repeat previous successful classes
   f. Assess successful activities of other Community Education programs
   g. Community Education staff intuition

If a. or d. initiated the request, they need to fill out a class/activity request form.

II. Establish feasibility
   a. Facility to be used
   b. Cost
   c. Materials
   d. Time, term, etc.

III. Identify Resources? Instructor
   a. Clackamas Community College (credit and noncredit)
   b. Local and county agencies
   c. Ask person requesting class if they have a resource person
   d. Ask Advisory Council, Community members if they know of a possible resource

IV. Contact Resources/Instructor
   a. Identify yourself, department, and how they were referred
   b. Explain reason for calling
   c. Ask about their experience relating to subject, conduct interview
   d. Explain Community Education philosophy
   e. Discuss pay/volunteer schedule with instructor
   f. Have instructor sign contract
   g. Send confirmation forms to Clackamas Community College if necessary

V. Facility and Equipment Resources
   a. Determine facility needs
   b. Determine location
   c. Check with principals to coordinate building use
   d. Secure necessary materials and equipment if desired

VI. Production and Distribution of Community Schools Brochure
   a. Develop a time line for writing, typing, publishing and distributing brochure
   b. Distribute a flyer of classes to grade school students so they may take it home
   c. Provide a brief description of classes activities for newspaper

VII. Registration
   a. Schedule registration so that it will fall on the first Friday and Saturday of the month
   b. Check with Dicken's Thriftway for holding registration
   c. Conduct registration
      1) Set up registration site for convenience
      2) Have blackboard there to show when classes are closed
      3) Be sure forms are filled out correctly before the registrees leave
      4) Have all checks made out to "Molalla Community Schools"
      5) Turn all monies into business office
      6) File forms in Community Education Office
      7) Send check to Clackamas Community College on completion of second week of classes with tuition summaries and forms

VIII. Instructor Reminder
   a. Mail out class confirmation form to all instructors at least two weeks before class is to start
   b. Be sure to insert miscellaneous information sheet

IX. Class/Activity Operation
   a. Have rooms unlocked fifteen (15) minutes before starting time
   b. Provide class rosters to instructors
   c. Have signs on doors with class name
   d. Go to each class and register students if needed
   e. Within first two weeks, determine if class is a "go" negotiations as to minimum and pay adjustments are made
   f. Do student evaluation report on the fourth and fifth weeks of class
   g. Do teacher evaluation report on the last night of classes
   h. Start planning for following term

Section III

84 THE FUTURE OF COMMUNITY COLLEGE/COMMUNITY SCHOOL COOPERATION IN CLACKAMAS COUNTY

86 NAMES, TITLES, AND ADDRESSES OF PEOPLE INTERVIEWED AND REFERRED TO IN THIS REPORT

The Future of Community College/Community School Cooperation in Clackamas County

In a period of six years, Clackamas Community College and the community schools within its district have established a strong basis of cooperation. Today, the mechanics of cooperation between the college and the schools are working and being improved through teamwork and communication. It appears that continued successful relationships will be in store for the future.

In an attempt to forecast some goals and aspirations for future cooperative relationships between the college and the community schools specific questions were asked of those directly involved in sharing that future. Their answers give the best predictions of the directions community education will take in Clackamas County in the years ahead.

The president of Clackamas Community College commented on the importance of what he calls "the sixth dimension" -- community development. He explained that he could see the community schools being the foundation on which community development could be established. To him, community development can be summed up by saying, "It is the community using its own resources to address its own problems, in some kind of an orgainized fashion." The community schools can be the vehicle for community development while the community college can lend its resources to teach the "tools" of community development, i.e., how to start a neighborhood association, how to contact the people, how to conduct a meeting, write a brochure, draw up a budget, etc.

The president also pointed out the importance of the community development coordinators who work through community schools. They are the people who coordinate the resources that are available to the people, including the community college. He concluded, "That's really what I think it's all about, finding more ways to interface with the community."

The dean of community services/community education also feels that one of the future goals of the college is community development. He explained that community development is something new and people don't understand it, which makes them apprehensive. He said, "When you're apprehensive, you start fearing, and when you start fearing, you back off. So community development is not a total success area. We're going to make it, but it's going to take time. And, why? Because that's important to the community."

Another viewpoint on the future of cooperative relationships between the college and the community schools in Clackamas County was given by the director of the Northwest Community Education Development Center. He has been involved in the development of

community education in Clackamas County from the beginning. In describing his opinions about the role of the college in the future, he said that, as they move out of the developmental stage, they would become more involved in training. He continued, "Because of the personalities there, I think you'll see Clackamas Community College engaged a lot more in community development activities. They don't have to work together there, but they all choose to. Because of the leadership and the way that the college has approached the whole thing, there is not any resentment that I have ever found among the local practitioners about the community college role."

The various community school directors/coordinators were optimistic about the cooperative relationship between the college and the schools, and about the continued success of the relationship. Asked if their community school programs could exist without the help of the college, most felt that they could. They were quick to point out, however, that their programs would not be as effective without the involvement of the college.

The community school director at Molalla commented on the future of the relationship by explaining, "I see it coming closer and closer, never a separation. The only problem that could ever arise is if somewhere along the way, the college has trouble with their budget and they can't give funds to the community schools. I personally don't feel like in our community if the funds were pulled out that it would affect our program. It would go on. But in the beginning, it wouldn't have. We're established now, but we might have to make a few cutbacks."

When asked whether the community college/community school relationship would continue in the future, the West Linn community school director said, "Self-sufficiency means that the community college will always be a part of it. The community college will not lose its importance, but it will take on another role. The community won't be so dependent on the college to make decisions and lay out formats for the way we proceed. We have a certain dependency on the community college and we believe we have a catalyst pulling us together."

In summary, the course has been set and the commitments have been made. Numerous events and personalities have mixed to produce what has been recognized as a uniquely successful cooperative venture between the community college and the community schools in Clackamas County. The events documented in this report tell how this particular community college and the community schools have built a relationship that works.

Obviously, it is not the only way. But it is their way. And it has been successful in carrying the philosophy of community education to the citizens of Clackamas County.

Names, Titles, and Addresses of People Interviewed and Referred to in this Report

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3. Bob Ellis
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4. Stan Plew
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5. Larry Horyna
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6. Larry J. Warford
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7. Dr. Jack Liles
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   Dean of Instruction
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8. Dr. Verne A. Duncan
   (Formerly Superintendent of the Intermediate Education District
   in Clackamas County)
   State Superintendent of Public Instruction
   Oregon Department of Education
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9. Lowell McGray, Director (No longer in this position)
Bonnie Jones, Coordinator
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12. Kit Youngren
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13. Larry Stark
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14. Harry Lee Kwai
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15. John Falkenstein
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16. Bob Purscelley
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